



2019- 2020 Annual Report

Introduction

The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's academic content standards (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the program's scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each of the RPDP governing boards oversee the three regional programs.

As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement.

Figure 1 below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

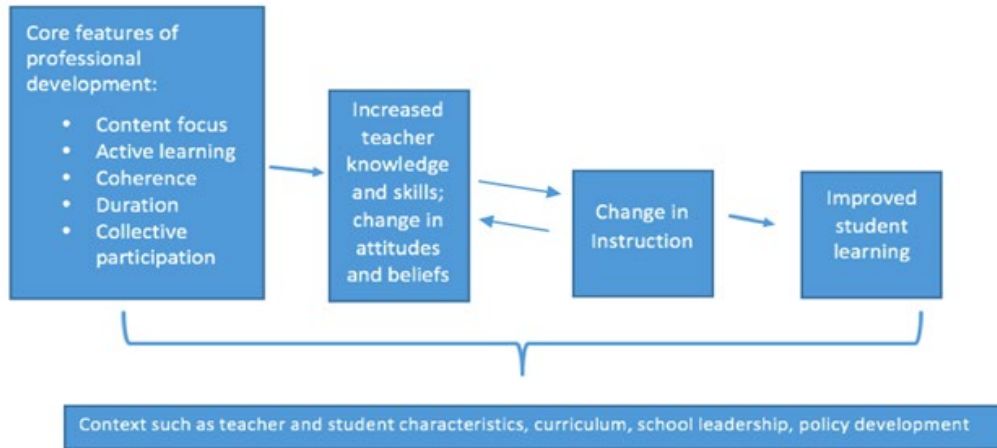


Figure 1. *Conceptual Framework for Studying Effects of Professional Development on Teachers and Students*

The updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency to become the Nevada Professional Development Standards. These nine standards are used synergistically in order to increase educator effectiveness thereby improving students learning. The standards provide a framework for planning and leading professional learning opportunities.

Part I: NRS 391A.190 1c Evaluation of Regional Training Program

1. The priorities for training adopted by the governing body pursuant to NRS 391A.175 [391A.175 (a) Adopt a Training Model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.]

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by the State Board, a training model that is best matched to the work is chosen. Training models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

391A.175 (b) Assess the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each school district may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.

391A.175 (c) *In making the assessment required by paragraph (b) and as deemed necessary by the governing body, review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.*

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel or principals based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

NRS 391A.190 1c. ...submit an annual report... that includes, without limitation:

(8) An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a), and (10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils:

RPDP Activity Evaluation Questions	Average 2019-20
1. The activity matched my needs.	4.7
2. The activity provided opportunities for interactions and reflections.	4.8
3. The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.8
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.8
5. The presenter/facilitator modeled effective teaching strategies.	4.8
6. This activity added to my knowledge of standards and subject matter content.	4.7

RPDP Activity Evaluation Questions	Average 2019-20
7. This activity will improve my teaching skills.	4.7
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.8
9. This activity will help me meet the needs of diverse student populations.	4.7

Table 2. 391A.190 1c (2) *Type of training offered through the regional training program in the immediately preceding year.*

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,521	1,027	8	20	6	39	430
Instructional	58%	62%	38%	80%	67%	51%	50%
Observation & Mentoring	10%	12%	50%	5%	0%	0%	5%
Consulting	32%	27%	13%	15%	33%	49%	45%

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 3. 391A.190 1c (3) *The number of teachers and administrators who received training through the regional training program in the immediately preceding year*

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Teachers	6,115	3,953	5	22	1	152	1,981
Duplicated Teachers	7,419	4,912	10	39	0	36	2,423

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Administrators	770	383	2	4	5	18	358
Duplicated Administrators	1,101	528	4	42	3	29	495

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 4. 391A.190 1c (4) *The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.*

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Administrators	709	350	1	4	5	18	331
Duplicated Administrators	844	395	1	42	3	29	373

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 5. 391A.190 1c (5) *The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.*

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Teachers, Admin, OLEP	12,687	8,367	11	105	8	235	3,961

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 6. 391A.190 1c (6) *The number of teachers who received training in [family engagement] in the immediately preceding year.*

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Teachers	142	53	0	1	0	45	43
Duplicated Teachers	103	43	0	0	0	25	35

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 7. 391A.190 1c (7) *The number of paraprofessionals, if any, who received training in the immediately preceding year.*

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Paraprofessionals	22	15	0	1	0	0	6

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 8. 391A.190 1c (9) I & II *Trainings that included NVACS in the immediately preceding year; III Trainings that included NEPF in the immediately preceding year; IV Trainings that included culturally relevant pedagogy in the immediately preceding year.*

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,530	1,027	8	20	6	39	430
NVACS	86%	90%	75%	95%	100%	44%	80%
NEPF	78%	82%	63%	95%	100%	97%	65%

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Culturally Relevant Pedagogy	84%	84%	50%	85%	100%	72%	84%

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

391A.190 1c (12) The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body in the immediately preceding year.

Five Year Plan

Service Area

The SNRPDP serves over 19,109 teachers and administrators in schools across five counties in Southern Nevada, an area 51,385 square miles. Schools range in size from fewer than 10 students to over 3800. The SNRPDP services Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts. Among districts there is considerable disparity in the number of students, ranging from under 60 in Esmeralda County to over 318,000 in Clark County.

Mission

SNRPDP provides professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

Goals

The mission and governance structure of SNRPDP guide the goals of the organization by providing a framework around which services are provided. The goals are designed to meet our organization's directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. We have defined six major goals aimed to improve our performance and meet the needs of our region, along with strategies identified to achieve these goals:

- **Provide professional learning opportunities for teachers that strengthen pedagogical content knowledge.**
 - *Develop positive relationships and trust with teachers*
 - *Create robust professional development and implementation plans with specific outcomes*
 - *Provide professional development for SNRPDP coordinators in order to maintain a high level of expertise*
 - *Communicate opportunities for professional learning to teachers*

- **Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.**
 - *Develop positive relationships and trust with administrators*
 - *Create robust professional development plans and implementation with specific outcomes*
 - *Participate on district level planning as appropriate*
 - *Communicate opportunities for professional learning to administrators*

- **To provide leadership in interactive and integrative technology.**
 - *Integrate technology within our work, making it explicit*
 - *Use current software platforms for regional professional learning opportunities*
 - *Develop and deliver professional development that addresses current district, school, and teacher needs in blended and virtual learning*
 - *Provide professional development for SNRPDP coordinators in order to stay current in their expertise*

- **Create an impact on teacher effectiveness and student achievement.**
 - *Measure the impact level of professional development opportunities using data*
 - *Increase self-efficacy of educators*
 - *Increase content knowledge of educators*
 - *Increase pedagogy knowledge of educators*

- **Partner with strategic stakeholders in Nevada**
 - *Culturally relevant community outreach*
 - *Family and parent engagement*
 - *Communicate professional learning opportunities*
 - *Partnerships with local, regional, state, and national entities*

- **Building leadership capacity**
 - *Theory to practice structure of building teacher and administrative capacity*
 - *Sustainability through the establishment of long-range goals which integrate into multiple components of the educational system*

Focus Goals

1. **Provide research based professional development opportunities to increase teacher effectiveness.**
 - *Strategically collect and use research data to inform the scope and depth of professional development initiatives*
 - *Strategically collect and use data to assess our efforts*
 - *Apply the model of measurement required for evidence*
 - *Plan time for measurement within the work*

A minimum of ten projects each year are reported with extensive measures of teacher and student learning affected by the professional learning provided. Each report is included in the final evaluation of the SNRPDP submitted to stakeholders for accountability. These include: Kindergarten Literacy, Elementary Literacy, Secondary Literacy, Elementary Mathematics, Secondary Mathematics, Elementary Science, Secondary Science, Instructional Technology, Computer Science, Administrative (General), and Administrative (NEPF).

2. To provide professional learning opportunities for teachers that strengthens their pedagogical content knowledge.

- *Develop positive relationships and trust with teachers*
- *Create robust professional development and implementation plans with specific outcomes*

Each long-term professional development request will require an outcomes-based plan developed with the SNRPDP coordinator, requesting administrator, and/or teacher leader team. This plan is built within the constructs of the Nevada Professional Development Standards. Relationships are established through a common understanding of outcomes and relevance to teachers' practice in addition to frequent communication and support.

3. To partner with administrators and educational stakeholders to build instructional leadership capacity in support of teachers to increase student achievement.

- *Develop positive relationships and trust with administrators*
- *Create and implement robust professional development plans with specific measurable outcomes of content knowledge, pedagogical knowledge, and pedagogical content knowledge.*

Each long-term professional development request requires an outcomes-based plan developed with the SNRPDP coordinator, requesting administrator, and/or teacher leader team. This plan is built within the constructs of the Nevada Professional Development Standards. Relationships are established through a common understanding of outcomes and relevance to teachers' practice in addition to frequent communication and support.

Part Two: Individual RPDP Information

391A.190 1c (11) A description of the gifts and grants, if any, received by the governing body in the immediately preceding year and the gifts and grants, if any, received by the Statewide Council during the immediately preceding year on behalf of the regional training program. The description must include the manner in which the gifts and grants were expended.

Gifts and Grants

K-12 Computer Science Partnership with Code.org and Tesla

Overview

Throughout the 2019-20 school year, full-time technology trainers Jason Lillebo and Glenn Krieger recruited and organized computer science training for K-12 teachers across the state of Nevada. They were assisted in these efforts by 20 part-time trainers. In addition to the computer science trainings, teachers, administrators, counselors, and higher education faculty were encouraged to learn more about Nevada's computer science efforts through computer science summits. The overall goal was to continue to train educators in the implementation of the new Nevada Computer Science Standards.

Objectives and Milestones

One objective was to provide computer science training for secondary teachers. The team trained two groups of teachers at a five-day workshop in July 2019. The Computer Science Principles (CSP) group consisted of 40 teachers in grades 9-12 from throughout Nevada. The Computer Science Discoveries (CSD) group consisted of 47 teachers in grades 6-8 from throughout the state. Teachers who attended the five-day workshops continued to work with the team throughout the year at a series of four quarterly workshops. Completion of the five-day workshop and four quarterly workshops provided those teachers with the opportunity to earn a certificate of completion recognized by the Nevada Department of Education. The certificate qualifies them to teach specific computer science courses.

A second objective was to provide computer science training for elementary teachers. In July 2019 the team began training elementary school teachers in Code.org's Computer Science Fundamentals (CSF) curriculum. Two models were used to deliver the trainings. In Clark County, a school site-based model helped build a critical mass of teachers at the sites where trainings were held. Teachers there received stipends for attending through Tesla grant funding, and the schools received Chromebook carts through Clark County School District's SB 313 funds if they had at least 50% of their teachers attend the training. Elsewhere across the state, the

trainings were done at sites where teachers self-selected to attend from a variety of schools. Stipends were also received by teachers through Tesla grant funding at those trainings. In all, the team was able to train 846 teachers at 46 training events. Twenty-one additional trainings were scheduled but had to be canceled due to the COVID-19 pandemic.

The third objective was to deepen the impact of computer science throughout the state of Nevada. To that end, the team worked collaboratively with the three RPDP's, the Nevada Department of Education, and each school district toward providing two computer science summits to increase awareness about computer science topics. Teachers and students from across the state were recruited to provide conference-like sessions, keynote speakers were arranged to open and close the events, vendors were invited to promote computer science products, and lunch was provided to participants on day one of the two-day event. Tracks were set up for teachers at various grade levels, administrators, counselors, and higher education faculty. The northern Nevada summit took place in February 2020. The southern Nevada summit was scheduled for March 2020 and had to be postponed due to the COVID-19 pandemic.

A final objective was to travel around the state to meet with teachers, principals, and curriculum directors in rural Nevada counties, including the Shoshone Indian reservation. Discussions centered around the SB 313 computer science initiative. The team was able to provide information regarding the state strategic plan for computer science, computer science standards, and the timeline for compliance. In addition, information was shared about the new computer science and applications half-credit course. Many of these meetings resulted in rural teachers registering for the CSD and CSP summer workshops.

Observation Report

Technology teamwork resulted in the smooth facilitation and scheduling of computer science workshops for K-12 teachers. Teacher observations and survey data from Code.org consistently indicated that the presenters were prepared and delivered the appropriate content in a timely manner. In fact, Code.org survey data showed that our facilitator effectiveness was 4.67 out of 5. Teachers consistently wrote comments stating that it was one of the best professional development sessions they had ever attended. On a survey question asking if facilitators presented information clearly, our facilitators were rated 4.9 out of 5.

Classroom workshops were observed by, and received high praise from, representatives of the Nevada Department of Education. In addition, several trainings were attended by superintendents, principals, and district curriculum personnel. Each of them were supportive of the efforts and consistently commented on how useful and engaging the training sessions were.

Team members worked with Code.org at the CSEdCon summit in Las Vegas in September 2019 and throughout the year to monitor data in Code.org's Tableau system. It was noted that implementation at the elementary level is lower than expected despite the number of workshops offered. Discussions with teachers and administrators indicated that two main factors had an impact: 1) the elementary standards are not mandated to be taught by state law until the 2020-2021 school year, and 2) other school initiatives were taking precedence as focal points for implementation.

Insights, Reflection, and Next Year's Goals

A great deal of progress was made during the 2019-2020 school year to bring computer science education to a variety of education professionals across the entire state of Nevada. While the progress was excellent, the COVID-19 pandemic caught us off guard and stopped some of the work we had planned to do. As such, and given the fact that the next school year may look different as well, we need to be ready to meet that challenge through other methods of workshop delivery that we either develop on our own or in collaboration with Code.org and their partners. In addition, while the feedback on our sessions was consistently rated high, there is still more work to do to be sure that implementation of what teachers learn is occurring, especially at the elementary level as the Nevada Computer Science Standards become mandatory in 2020-2021.

Our goals for next year continue the work already done with some changes. The CSD and CSP summer workshops will occur in late July 2020. In response to the COVID-19 pandemic, the five-day workshops will be all online following the model provided by Code.org via a collaboration with The Friday Institute. The current number of registered teachers for the July workshops is 10 for the CSP curriculum and 18 for the CSD curriculum. For CSF, the goal is to train at least 735 elementary teachers throughout the state. In addition, many of those teachers will be part of a more in-depth, extended course that will promote the implementation and integration of computer science concepts. In addition, plans to host computer science summits and to reach out to rural schools will continue.

As noted, we've learned that encouraging implementation of what we are delivering through our trainings is a critical piece, and that will be addressed through changes in the CSF program we deliver. Additionally, we understand that we now need to get a handle on the greater picture of what schools are teaching computer science, who is teaching it at those schools, and what tools they are using to do so. That important work will begin and perhaps be ongoing for the next few years with the continued support of Tesla and Code.org.

Endorsement and Certificate Areas

K-12 Endorsement to Teach Reading (CILR)

Overview

The K-12 Reading Endorsement (CILR) program is an 18-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada Las Vegas (UNLV). The CILR program consists of six, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 Endorsement in Reading. Shan Pullan is the full-time regional trainer assigned to this project; Shan and two part-time trainers teach the classes. The overall goal of the program is to increase teachers' content knowledge of research-based reading and writing instruction and to help them skillfully apply best practices in order to effectively teach all students to read.

Objectives and Milestones

The CILR program has three main objectives:

- Increase teachers' theoretical and practical knowledge of reading instruction.
- Prepare and qualify teachers for reading specialist positions at the school level.
- Offer an affordable avenue for teachers to obtain a Master's degree.

The main objective of the CILR program is to increase teachers' theoretical and practical knowledge of reading instruction. This is accomplished with graduate-level coursework in seven, 3-credit courses focused within the following areas: foundations of reading, elementary methods and materials, secondary methods and materials, diagnosis of reading disabilities, and a practicum in reading remediation. To satisfy the state requirements for the reading endorsement, all classes offer a K-12 perspective. Five required courses plus one of two elective courses, for a total of 18 credits, fulfill the requirements to earn the reading endorsement.

Required courses include: (1) Foundations of Literacy Learning, designed to assist teachers in gaining a critical understanding of the philosophical, historical, sociological and curricular foundations of literacy education; (2) Comprehensive Reading Instruction, an elementary methods class in which teachers examine philosophies about literacy instruction, current, research-based classroom literacy practices that are effective for all students, evidence-based strategies for literacy learning and teaching, and new perspectives related to specific issues within the literacy field; (3) Content-Area Literacy, a secondary methods course in which teachers explore literacy processes and strategies that may be implemented within the content-areas to improve students' reading, writing, and oral language development; (4) Assessment in Literacy, a practical experience providing teachers the opportunity to field test selected assessment procedures and introduces them to strategies for improving instruction based upon student needs; and (5) Practicum in Diagnosis and Instruction of Reading Difficulties, a field experience providing instruction in principles, materials and techniques for the diagnostic/prescriptive teaching of reading and writing.

Elective courses include: (1) Literacy Instruction for Young Children, intended to provide learners with opportunities to: study the historical and theoretical foundations of early literacy; become familiar with recent research in the field of early literacy; learn current strategies/approaches to the teaching of early literacy; study the role of the family and technology in early literacy; learn how to help children develop a love of reading and writing; and study how literacy impacts children's social, emotional, and intellectual growth; or (2) Contemporary Literature Children and Young Adults, focusing on the evaluation, selection, and sharing of contemporary literature for children and young adults .

All classes are developed and facilitated by the full-time RPDP trainer and part-time trainers and include current, research-based methodologies and best practices.

A second objective of the CILR program is to prepare and qualify teachers for reading specialist positions at the school level. Courses within the program are designed to immerse teachers in the theoretical underpinnings of literacy education and link those with practical application. All classes provide opportunities to apply strategies with students and reflect upon their effectiveness. More specifically, the Assessment in Literacy and Practicum in Diagnosis and

Instruction of Reading Difficulties classes require on-going work with a struggling reader. In the assessment class, participants each select a student with reading difficulties and administer a battery of assessments to determine the student's strengths and instructional needs. Participants are taught how to properly administer the assessments and how to analyze the data for assessment-based instruction. In the practicum, participants design an instructional plan based on student assessment data and continue their work with the student to provide tutoring instruction for a minimum of 10 hours. Course instructors observe at least one tutoring session per participant and meet with each one for a post-observation conference to provide feedback and guidance as necessary. This learning process is designed to give participants practical field experience and specialized knowledge to diagnose and treat reading difficulties.

A third objective of the CILR program is to offer an affordable avenue for teachers to pursue a higher education from an accredited university. With this program, licensed teachers have the opportunity to take six three-credit graduate-level courses at a significantly reduced rate to fulfill the requirements by the Nevada Department of Education for the K-12 Endorsement in Reading. Teachers enrolled in the CILR program also have the option to continue their education toward a Master's degree in Curriculum and Instruction at UNLV with the first fifteen credits obtained through the RPDP-CILR courses.

Milestones for the 2019-20 program include:

Two cohorts of teachers completed the CILR program. One cohort was taught in Las Vegas, NV with participants from 13 elementary schools, three middle schools, one high school, and three charter schools. A second cohort was taught in Mesquite, NV with participants from two elementary schools.

All classes are designed using a blended learning model in which participants attend weekly face-to-face classes and complete coursework online. However, the courses were swiftly revised to be delivered in a virtual format only due to the COVID-19 pandemic beginning in mid-March 2020,

Insights, Reflection, and Next Year's Goals

Forty-four teachers completed the CILR program during the 2019-20 school year; four applied to the master's program and will continue their coursework at UNLV. Participants completed a course reflection at the end of each class in which they provided feedback on the benefits of the course, its impact on their teaching, and suggestions for improving the class. These reflections provided valuable insights into the effectiveness of the overall program as the vast majority of teachers indicated positive results from taking the class. Many reported on their own growth as reading teachers and the impact it had on their students' learning.

One of the most impactful experiences participants in the CILR program report is the opportunity to tutor a struggling reader during the practicum. Although their practicum experience was cut short due to the COVID-19 pandemic this year, teachers unanimously expressed their joy and professional growth as they participated in one-on-one tutoring. This continues to be a crucial part of the CILR program in helping teachers become better reading teachers to all students.

In the upcoming 2020-21 school year, new goals have been identified to allow for the ever-changing climate in education. In response to potential short- and long-term school closures, and in an effort to make the CILR program more accessible to a greater number of teachers across the state of Nevada, classes in the CILR program will be revised to be delivered in a virtual format only. One challenge of this goal will be to design an assessment and tutoring experience that will allow teachers and students to effectively work together virtually. Instructors will continue to provide quality professional development and on-going support to participants in the CILR program as they navigate this new way of teaching and learning.

K-12 School Library Media Specialist Endorsement

Overview

The K-12 School Library Media Specialist Endorsement (LMS) program is a 21-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada Las Vegas (UNLV). The LMS program consists of seven, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 School Library Media Specialist Endorsement. Shan Pullan is the full-time regional trainer assigned to this project and four part-time trainers teach the classes. The goal of the 10-month program is to train current classroom teachers in all areas of school librarianship to prepare them for employment as a K-12 Library Media Specialist.

Objectives and Milestones

The objective of the K-12 School Library Media Specialist Endorsement (LMS) program is to prepare classroom teachers to become certified and qualified school librarians. To receive an endorsement as a school library media specialist, a licensed teacher must complete 21 semester hours of coursework in the following areas: organization and administration of a school library; the cataloging and classification of materials for a library; reference, bibliography, and information skills; the use and selection of educational media for a library; children's and young adult's literature; and technology in the library.

Required courses in the RPDP LMS program are sequenced as follows: (1) RPDP 572: Reference Methods and Resources, a study of research-based practices and methods of the school library's informational curricular support function including the role of the school library specialist as an information resource consultant, teacher, and instructional partner; (2) RPDP 574: Organization of School Libraries, introduces the principles, practices and trends of organizing information in the school library including the classification, cataloging, and processing of materials for effective access and retrieval; (3) RPDP 571: Materials Selection for the School Library, explores research-based practices and methods of assessing and selecting school library materials to meet curricular needs, standards, and reading interests and abilities of students; (4) RPDP 573: Technology in the School Library, introduces research-based practices and methods relating to identification, evaluation, management and use of all electronic educational technologies and resources and electronic information sources in the creation of an informationally-literate Pre K-12 environment; (5) RPDP 575: Administration of the School Library, a study of research-based principles and strategies for planning, organizing and administering school library programs and practices related to policy development, budgets, personnel, public relations, facilities planning, and systematic program planning and evaluation in the K-12 school library setting; (6) RPDP 580: Children's and Young Adult's Literature, an exploration in evaluating, selecting, and sharing contemporary literature for children and young adults; and (7) RPDP 576: Supervised Library Practice, a supervised practicum in the school library under the direction of professional librarians in school settings.

Milestones to note in the LMS program include:

- More than 40 participants of the K-12 School Library Media Specialist Endorsement Program participants have been hired as school librarians in the Clark County School District (CCSD) and various charter schools since the program's inception in 2014.
- Every participant who has completed the K-12 School Library Media Specialist Endorsement Program has earned 128 Contact Units (CU's) toward salary advancement in the CCSD.
- 2019-2020 saw the successful roll-out of changing all of our classes to an on-line format utilizing Google Classroom, with a few face to face meetings at the beginning of each new course to establish expectations of the class. Students seemed to appreciate the flexibility that the on-line format affords them.
- The K-12 School Library Media Specialist Endorsement Program has succeeded in the area of library advocacy, helping to highlight the impact of school librarians on achievement in schools.

Insights, Reflection, and Next Year's Goals

The K-12 School Library Media Specialist Endorsement Program was developed in 2014 by the five part-time trainers who were chosen because they are standouts in their field. They built the program out of a partnership with the University of Nevada, Las Vegas. Referencing the syllabi provided by UNLV from their defunct two-year librarianship graduate program, the five part-time trainers built a comprehensive, seven-course, ten-month certificate and endorsement program for the Clark County School District librarians. We have lost one of our part-time trainers due to scheduling conflicts. We had two of our part-time trainers take over as co-instructors due to that loss. Each year the four part-time trainers work together to reflect on, adapt, and revise their syllabi to keep abreast of rapidly growing trends in modern school librarianship and technology. The close collaboration between the instructors can be credited for much of the success of this program.

As the K-12 School Library Media Specialist Endorsement Program has gained popularity, requests for enrollment have come from areas outside of Clark County. 2019-2020 we are still seeing interest from candidates across the state of Nevada. With the program moving to an on-line format this year we are still experiencing success with the integration of classroom teacher participants in the northern areas of Nevada. They are able to enroll and participate via remote classrooms and online.

English Language Acquisition and Development Endorsement (ELAD)

Overview

The English Language Development Team (ELDT) of the Southern Nevada Regional Professional Development Program (SNRPDP) consists of one full-time trainer, Valerie Seals, and three part-time trainers. The team began the transition from Teaching English as a Second Language (TESL) to the English Language Acquisition and Development (ELAD) Endorsement during the 2019-20 school year. In addition, the ELDT offered several workshops to support districts, schools, and K-12 teachers, including rural and charter schools, with English learners (ELs).

Ms. Seals is a board member of Nevadans Teaching English to Speakers of Other Languages (NVTESOL), a local affiliate of TESOL International. NVTESOL works to bring support, research, and resources to Nevada teachers of ELs.

In addition to school-, district-, and statewide support of ELs, Ms. Seals focuses on the professional growth of elementary teachers in all areas of literacy to support student achievement. She also works with Southern Nevada teachers in the area of Social Studies.

Objectives and Milestones

During the fall of 2019, the ELDT worked with the Nevada Department of Education Licensing Unit to obtain approval for the completion of SNRPDP's final cohort of participants finishing courses in TESL. The cohort successfully completed the courses and those who applied with the state were granted the endorsement.

In addition to offering these final TESL courses, the ELDT offered three different workshops in English language development throughout the 2019-20 school year. After reviewing past feedback from TESL and workshop participants, the team-taught The GO TO Strategies workshop, which gave participants a look at research-based strategies to support students' academic language growth and concept development, as well as strategies to highlight ELs' assets and potential. Using Technology to Enhance English Learners Instruction was written and taught to assist teachers in supporting their ELs with technology skills and concepts for their specific content area. Finally, The Language-Rich Classroom was created and taught to further support and assess the use of academic language within the classroom's whole group and small group settings.

With the elimination of the TESL Endorsement in Nevada, Ms. Seals partnered with the Northwest Regional Professional Development Program (NWRPDP) to complete a Memorandum of Understanding (MOU) with Southern Utah University to offer the approved courses for educators in Southern Nevada to receive the ELAD Endorsement. The MOU was accepted. Ms. Seals has also communicated with Nevada State College as an additional partner in offering courses to teachers to obtain the ELAD Endorsement. This partnership is still in discussion.

Lastly, Ms. Seals joined NVTESOL as a board member where she works with other members to support Nevada teachers of ELs. She will be presenting a webinar to Nevada educators on the GO TO Strategies in June.

Insights, Reflection, and Next Year's Goals

The ELDT's goal for 2019-20 was to transition to courses that support the ELAD Endorsement. The team, with the support of SNRPDP's Administration, overcame many challenges before reaching out and securing Southern Utah University as a partner to offer the courses needed. SNRPDP and NWRPDP will continue to collaborate and will be able and prepared to offer said courses this coming fall. SNRDPD ELAD courses will be conducted online and will not be affected if distance learning is required. The team met the goal.

The purpose of this project is to not only provide Nevada teachers with courses in ELAD, but to also educate and support Pre-K to grade 12 teachers of ELs so they can improve academic language acquisition and student achievement in the content areas. With that said, the workshops provided to Southern Nevada teachers proved to be beneficial. The formative feedback received from participants expressed their appreciation for training to support ELs with research-based tools and practical strategies they can use immediately. Participants, through discussions, have

also expressed how the acknowledgment of cultural relevance and finding student assets and potentials will bring a positive impact to their classrooms.

Partnerships and collaboration with stakeholders within our state is imperative. Ms. Seals will continue to stay current with state and district initiatives as she attends the state's English Mastery Council meetings. She plans to continue to work on building a partnership with state and district level personnel, including rurals and charters, to better support schools and teachers. In addition, she will support the growing number of ELs and their teachers and as a board member of NVTESOL. It is her hope to build a partnership between the organization and SNRPDP that would provide an invaluable resource for teachers in Southern Nevada.

Middle School Math Certificate Program

Overview

The Middle School Math Certificate Program (MSMCP) consisted of one part-time facilitator and instructor- Carol Long. Other trainers, Karl Spendlove, Doug Spence and Candice Meiries served as teachers for two courses within the program. This program consisted of 16 credits in mathematics with instructional strategies. The six required courses include: Operations and Number Sets; Introduction to Probability, Statistics and Geometry Concepts; Problem Solving In Action, 6-8; Algebra for the Classroom Teacher; Euclidean and Non-Euclidean Geometry for Teachers and Practicum-Instructional Strategies. In addition, a voluntary Praxis Preparation workshop was created. Each course included modeling of The Components of an Effective Lesson, Teacher Expectancies and NEPF standards. The impact for teachers included content and pedagogy along with the opportunity to earn graduate-level credits that may be applied to a Master's Degree in Curriculum and Instruction through the University of Nevada Las Vegas (UNLV), and apply toward re-licensure and/or Clark County School District (CCSD) salary advancement. In addition, successful completion of the certificate program, which includes passing the Middle School Mathematics Praxis exam, allows teachers with an elementary license (K-8) the option to teach Math 7 or Math 8, including Algebra I at the middle school level in Southern Nevada.

Objectives and Milestones

Increasing teacher content knowledge and effectiveness, improving teaching strategies and pedagogy, problem-solving , improved knowledge of assessment examples and increasing rigor continued to be our goals this year. Along with on-going, year-long professional development with the participants, this program allows for one-on-one tutoring of concepts when needed.

Successful completion of the coursework and the passing of the Middle School Math Praxis exam is a requirement of this program. An additional goal of this program is to help to reduce the critical labor shortage of middle school mathematics teachers.

Focusing on specific skills and concepts taught at the middle school level and modeling effective teaching strategies allows for increased teacher content knowledge and pedagogy. Each course begins with a pre-test and ends with a post-test to demonstrate the growth in both content knowledge and pedagogy. Increasing teacher knowledge of content and pedagogy should improve their effectiveness in the classroom. Incorporating applicable SBAC sample questions within each course demonstrates the level of thinking and the melding of skills and concepts required for students to be successful on their standardized exams. It also makes teachers aware that just teaching basic skills is not enough to truly master NVACS standards; thus, the need for real-world and rigorous problem-solving in the classroom.

This year, low enrollment and COVID-19 created new challenges. Suspension of fall classes gave an opportunity to recruit more participants. As classes resumed in the spring, school shutdowns and social distancing required conversion from face-to-face to virtual format in the midst of a class.

Insights, Reflection, and Next Year's Goals

Looking ahead to future endeavors, we must be mindful of the changes to teacher licensing and a new initiative in the school district entitled 'Double Accelerated'. This initiative looks to move schools to offer a 6th-grade course that covers 6th, 7th, and 8th grade standards, then Algebra in the 7th grade and Geometry in the 8th grade. Most schools in the districts we service, rarely have more than one eligible Algebra teacher at each middle school campus. This initiative will require numerous eligible teachers at the middle school level to teach these classes. In response to this need, in addition to a general need for content knowledge at this level, we intend to begin classes in the fall to begin with Praxis Preparation. Passing the MS Praxis exam now entitles teachers to add a math endorsement to their teaching license and to teach middle school math including Algebra and Geometry at the middle school level. Depending on participants' needs/desires, they may choose to take the exam or elect to take class(es) in the area(s) they are deficient. Others may elect to take the normal progression of courses.

These modifications will allow interested participants to identify their strengths and weaknesses before taking the exam. When coursework is needed, in addition to improving their math skills, they will learn the pedagogy and best practices needed for classroom teaching.

Within the program coursework, the algebra course has been challenging. For many participants, it has been some time since they have taken a course at this level. The development of a Pre-algebra workshop will be established to close this gap.

Also, due to the uncertainty of class format this fall, in light of the COVID-19, preparation must begin to create online coursework.

Although the program always seeks to increase teacher enrollment in the MSMCP program, next year the math team will endeavor to increase attendance by at least 20%.

Content Areas

Kindergarten Literacy

Overview

Robyn Markovic is the SNRPDP Kindergarten Literacy Trainer. Robyn works with kindergarten teachers in five counties to provide support in all areas of literacy. In addition, Robyn supports administrators and strategists in best practices for early literacy. Classroom modeling and observing, coaching, mentoring, providing in-services, offering courses, workshops, and conferences and facilitating The Kindergarten Korner (Google Classroom) are some of the ways that Robyn supports educators. Robyn had two part-time instructors that assisted her during the 2019-2020 school year.

Objectives and Milestones

Robyn was in schools and classrooms on a regular basis modeling lessons, helping plan instruction, observing lessons, and providing in-services.

Three kindergarten specific courses were offered this past school year. The 528a, 524c, and 522e courses were offered as workshops or for UNLV graduate credit. The 528a course, Sharing Text, explored each of the Reading Literature (RL) and Reading Informational (RI) Nevada Academic Content Standards (NVACS). The 524c course, Literacy Stations, explored the Gradual Release of Responsibility and how to align ELA standards based instruction, taught in a whole and small group setting, to the independent work practiced at literacy stations. The 522e course, Classroom Management, focused on social and emotional learning strategies. All three courses incorporated the Nevada Educator Performance Framework (NEPF) standards and indicators.

Two continuation workshops, six hours in length, were offered. The workshop topics included, Using Wordless Books for Oral and Written Language and Kindergarten 101 (an introduction for new teachers to the grade level). In the workshops, professional literature on the topic was read and discussed. Practical and immediately applicable strategies were modeled. Teachers applied the theory and practice into their classrooms and reflected on their teaching and their students' learning.

Robyn continued to facilitate a Google Classroom called The Kindergarten Korner as a forum for teachers to collaborate and share ideas. Teachers were encouraged to share their ideas, lessons, resources, etc. by posting in the Google Classroom in order to create a learning community. The Kindergarten Korner has approximately 590 members.

In the winter, Robyn held the annual RPDP Early Literacy Conference and Kim Adsit and Kimberly Jordano presented. Over 150 Pre-K and kindergarten teachers attended the conference and learned ways to enhance their informational writing instruction, literacy stations, reading comprehension instruction, and STEAM lessons in their kindergarten classrooms. Small break-out sessions allowed participants to ask the presenters specific questions of the presenters.

Classroom Observation Report

Robyn observed kindergarten classrooms based on teacher and administrator requests. During these observations, the trainer looked for evidence of the NVACS and the NEPF. She also looked for student engagement. Afterwards, Robyn met with each teacher to discuss her findings and brainstorm ways to improve instruction and student achievement. Robyn sent a follow-up email with additional resources to support the teacher's area of need (i.e. a link to an article on student engagement or a website with strategies to promote student discourse). The trainer also scheduled a future date for a follow-up observation to see how the teacher incorporated suggestions and whether additional support was needed. Robyn emailed the teachers every few months to "check-in" and see how she could support them or answer or any questions.

As a counterpart to her observations, the trainer found modeling lessons to be very effective. It was extremely helpful for the teacher to observe the trainer teaching the skill or concept to their students. They noted evidence of the NVACS and NEPF in the lesson. They also noted elements

of instruction such as the Components of an Effective Lesson (CEL), the Gradual Release Method, pacing, engagement, feedback, management, etc. Afterward, the trainer and the teacher conferred about the lesson and why it was effective.

Insights, Reflection, and Next Year's Goals

The kindergarten specific classes and workshops were attended and well-received as was RPDP's annual early childhood conference. The Google Classroom, The Kindergarten Korner, was a purposeful vehicle for sharing resources with teachers during the distance learning that occurred during the COVID-19 pandemic. Robyn Markovic will be retiring after 25 years with the Clark County School District and 18 total years with the SNRPDP. Looking forward, the SNRPDP will set goals to continue positively impacting as many teachers as possible.

Elementary Literacy - Emphasis on Standards and Site Wide Literacy Instruction

Overview

The Southern Nevada Regional Professional Development Program's Elementary Literacy Team (ELT) focused on the professional growth of teachers in all areas of literacy to support student achievement. Shan Pullan and Valerie Seals are full time trainers for the ELT and worked in a variety of roles in order to serve the districts, schools, administrators, and teachers within Southern Nevada including rural and charter schools. The ELT serviced schools by providing professional development before or after contract time and during the school day. The team had the help of one part time instructor in providing necessary professional development to hundreds of elementary teachers in Southern Nevada.

Along with providing literacy support, each trainer facilitated more than one special project. Shan is the K-12 Reading Endorsement facilitator, as well as instructor. She also coordinated RPDP's K-12 Library Endorsement. Valerie oversaw and taught K-12 English Language Development workshops and courses, which includes the English Language Acquisition and Development (ELAD) Endorsement. Valerie also supported Southern Nevada teachers in the area of Social Studies.

Objectives and Milestones

During the 2019-2020 school year, the ELT supported Southern Nevada counties, including charter schools, with site-based training in the area of literacy, the Nevada Academic Content Standards, and Nevada Educator Performance Framework Evaluation to support student achievement. Professional development training was provided in, but not limited to, Literacy Framework, phonics, reading stamina, text dependent questions, instructional strategies and

standards-based literacy stations. Formative writing training was provided to teachers during SBCT and PLC throughout the year with an emphasis on the NVACS Writing Standard 3: Narrative Writing. This was the third year that support was given using the Formative Writing Tools and other resources. Grades K-5 teachers were provided training on how to effectively use the Formative Writing Tools and the data gleaned from these tools to inform instruction. Support was provided during PLCs to norm student writing in order to align grade level writing instruction. Significant growth was seen in student writing by all grade levels from fall to spring. The ELT provided site-based training and support in Clark County related to the SBAC Assessment. Grades 3-5 teachers in 12 elementary schools received the training, which focused on the SBAC ELA Claims and Targets in order to better understand the ELA content standards. Instructional strategies and resources were provided in the trainings to assist teachers with ongoing standards-based instruction. One particular resource was a grade-specific (grades 3-5) booklet, titled *Stepping Up to the Standards*, that was created to promote higher order thinking during instruction. The booklet provides sample question stems aligned to the Nevada Academic Content Standards (NVACS) scaffolded by depth of knowledge (DOK) levels and are designed to assist teachers in providing appropriately rigorous instruction to foster student discourse and increase student achievement.

In addition to providing professional development, the ELT supported novice and veteran teachers and strategists who benefited from modeling and mentoring of effective research-based literacy practices that they can implement in order to address the wide needs of their teachers and students. Collectively, the team offered support and training to teachers and literacy strategists in the areas of the NEPF, NVACS, grade-level literacy instruction, guided reading and standards-based literacy stations, formative writing instruction and instructional coaching to address areas of improvement school-wide.

The ELT offered one course that focused on explicit instruction of phonics several times throughout the year. This course was offered to educators in order to increase their knowledge of word study practices from kindergarten to grade 5. The class offered is literacy-focused and may be used toward their Professional Growth Plan and/or for license renewal. The ELT is responsible for writing and teaching these courses and training new instructors, if needed. The content learned in these classes directly ties to student achievement when implemented within the classroom.

During the school year, the ELT was invited to be a part of Nevada's Department of Education (NDE) Literacy Leaders Network. This is a network of educators that support the state in literacy by sharing current research and providing input and participating in state initiatives from making decisions about Nevada's Reading Week to the roll out of Read Nevada with myON.

When COVID-19 forced teachers to engage in distance learning with their students, the ELT quickly compiled an extensive list of literacy-based resources for teachers and parents. These resources provided them with websites that supported reading at home, teaching literacy concepts remotely and social-emotional support. The resources were vetted and further shared with teachers and parents, via newsletter, highlighting the best websites and strategies. In addition to providing resources, tools and strategies, the ELT supported individual teachers, grade levels and schools with Google Classroom and teaching students using Google Meet. The

team has also supported Nevada educators in partnership with NDE's office hours in English and Read by Grade 3. During office hours, which were initiated by NDE, educators received state updates, strategies and resources to support distance learning and a place to ask questions and receive additional support.

Insights, Reflection, and Next Year's Goals

Based on feedback from participating schools, the SBAC + Stepping Up to the Standards trainings will continue during the 2020-21 school year. Many of the schools who received these first trainings expressed interest in continuing the work of standards-based instruction, building on the resources already provided. The elementary literacy team plans to develop workshops and site-based trainings to support this on-going work. Additionally, a number of schools who did not participate in these trainings during the 2018-19 and 2019-20 school year have requested support and will receive the trainings during the coming school year.

In the coming 2020-21 school year, the ELT is prepared to support teachers face-to-face or virtually with research-based literacy instruction and strategies to assist with remediation gaps. Furthermore, the team will provide online workshops for novice and veteran teachers to support their knowledge of literacy instruction. The ELT will continue to support and participate in NDE's literacy-based initiatives, including RBG3 and READ Nevada with myON.

The presence and support of the SNRPDP's ELT has played a vital role in supporting all districts in Southern Nevada with the implementation of research-based literacy instruction. Based on the team's observation, as well as formative feedback from teachers, administrators, and class participants, there is still a need to continue the work in elementary schools supporting teachers and administrators with literacy instruction. SNRPDP can offer such support as the Elementary Literacy Team has a working knowledge of current resources and research-based best practices to positively impact student achievement and support teacher efficacy.

Elementary Literacy - Emphasis on Coaching and Modeling

Overview

The Southern Nevada Regional Professional Development Program Elementary Literacy trainers also focused on the professional growth of teachers in all areas of literacy to support student achievement. Mendy Henry is a trainer for the Elementary Literacy team and worked in a variety of roles in order to serve the districts, schools, administrators, and teachers within southern Nevada. Mendy specifically worked with rural counties in training Read-By-Grade 3 coaches to support rural teachers in the area of literacy. She supported the Nevada Department of Education and by participating in weekly office hour calls during the spring of 2020. She also worked with schools within Clark County, particularly Title 1 schools, by modeling ELA lessons and debriefing with teachers. Mendy supported charter schools during their inservice days by

offering several sessions connected to using complex text as a catapult for writing in the content areas.

During the 2019-2020 school year, Mendy supported the rural counties and the rural consortium (if they opted to attend) of coaches in the areas of coaching practices and literacy by providing explicit instruction to coaches on how to address their grade-specific Nevada Academic Content Standards in English Language Arts and the coaching cycle. Professional development training and modeled coaching strategies were provided over the course of the year in order for coaches to glean new strategies to support their K-2 teachers at their school sites. By modeling strategies for coaches, it provided an opportunity not only to see a strategy connected to grade-specific standards but also fostered dialog around how to improve current teaching practices at their school sites to bolster student achievement. Participation from coaches from several rural counties within the consortium was also key in the implementation of these training as it provided a focus for future work planned with these rural counties in the upcoming 2020-2021 school year.

Mendy also specifically supported Nye County in NEPF training for new teachers K-5. This training consisted of analyzing the NEPF Instructional Standards by discussing their relevance to current practices. Sharing of these strategies and their connectedness to current research practices supported the growth of classroom pedagogy and an understanding of how teacher planning and student achievement is demonstrated through the five Instructional Standards.

In addition to supporting rural counties, ELA support was given to teachers in Clark County. This support was given in the form of monthly modeled lessons. Teachers were able to observe the lessons and participate in a debrief of every modeled lesson. Debrief sessions included analyzing the NVACS standard that was modeled and unwrapping of the standard to discuss student skills needed in order to show mastery. Teachers were able to ask questions about their current practice and curriculum as it pertained to strategies that were modeled within the observed lesson. Coaches were also able to help plan these observed lessons and to observe this classroom instruction along with their teachers; giving them a large stake in the professional development that was being enacted at their site. After Mendy left, the coaches were able to continue the work of what was modeled. A follow-through in a “trainer of trainers” model was utilized by the site coaches until the next month and new lesson observation. Mendy also supported new teachers in Clark County by organizing classroom observations in which new teachers could observe a master teacher during the ELA block to gain a better insight as to how planning, lesson delivery, and instructional “moves” of the master teacher are done within the literacy block. These experiences added to the skill set of the novice teacher as they were able to debrief after the observation with the master teacher in order to glean information that would impact their instruction.

Objectives and Milestones

Mendy will continue to support rural counties in the area of literacy. The current work of her main project is aligned with teacher leadership and is a compliment to the work she has been doing with literacy in these counties. Mendy will continue to work with coaches to train in best practices around the NVACS.

Mendy will also continue to support Title 1 schools by modeling lessons and debriefing with teachers in the area of ELA. This practice has two main goals. Not only does it grow the capacity of the coach that is invested in the work of the lessons being modeled by growing their professional capital, but it also grows the overall skill set of the novice teacher that is observing the instruction.

Classroom Observation Report

Mendy observed several classrooms of novice teachers in order to match them with a master teacher in whom they could observe and grow from. Mendy sat with the novice teachers as they observed master teachers, giving them insight into the master teachers' instructional moves "in real-time" as they watched and took notes. Mendy then sat with them as they debriefed with the master teacher as they asked questions and reflected on practices observed that could be replicated within their own instruction.

Insights, Reflection, and Next Year's Goals

Mendy Henry will continue to work with RBG3 coaches to support their staff in the area of literacy and best practices. Mendy will also continue to support coaches in the area of planning for ELA lessons that reflect the expectancies of the NVACS as well as best practices in lesson design and delivery. She has gotten a very positive response from the teachers and counties that she has been working with this year.

The presence and support of the SNRPDP Literacy department has played a vital role in supporting all districts in Southern Nevada with the implementation of research-based literacy instruction. Based on formative feedback from teachers and administrators there is still a need to continue the work in elementary schools supporting teachers and administrators with literacy instruction. Clark, SNRPDP's largest county, has many teachers new to the profession that need modeling and mentoring of effective research-based ELA practices that they can implement in order to address the wide needs of their students. SNRPDP can offer such support as the Elementary Literacy Department has a working knowledge of current resources and research-based practices to positively impact student achievement and support teacher efficacy.

Middle School Literacy

Overview

During the 2019-2020 school year, Secondary Literacy Regional Trainer, Julie Cooper, provided professional development opportunities to support secondary teachers' professional growth in all areas of literacy. This included working with secondary teachers on NVACS, curriculum development, and assessment, while also providing literacy and NEPF support for content area teachers.

Objectives and Milestones

Learning Strategist Workshops

Secondary Literacy has been offering quarterly Learning Strategist Workshops for over a decade. Teacher leaders in the capacity of learning strategist or literacy/math specialist are invited to four, all-day trainings during the course of the school year. The first workshop, offered in early September, is devoted to community building and assessing the needs at each of the sites represented. Isolation is one of the biggest obstacles facing secondary strategists so Secondary Literacy provides multiple avenues for them to connect and collaborate throughout the year. The focus of the workshops changes every year based on the initial needs assessment. This year the strategist workshops focused on: standards alignment, coaching and feedback strategies, instructional tools, tips, and strategies. An additional workshop was held virtually to address the remote learning needs of the secondary strategists. Strategists were able to collaborate and learn valuable tools to take back to their school communities. Ongoing support is provided through a Google Classroom dedicated specifically for secondary strategists.

UNLV Credit Courses and CU Workshops

During the 2019-2020 school year, Julie Cooper, Secondary Literacy Regional Trainer, offered graduate level courses through UNLV. Two courses, one credit each, using face-to-face, blended and online platforms, were taught. The courses were designed specifically for ELA teachers and content area middle school teachers. The courses focused upon the NVACS reading and writing standards. To accommodate teachers from all areas of CCSD, classes were offered at two different locations. Curricula are based on UNLV course requirements, the Nevada Academic Content Standards and the NEPF. Educators who take these classes can earn UNLV credit for recertification and CUs for district pay raise.

NVACS and Smarter Balanced Assessment Consortium (SBAC)

Upon request, trainings on how to connect SBAC to daily instruction were provided to middle schools. During this training, teachers analyzed the NVACS to gain a deeper understanding of how the NVAC standards build and work together. Next, teachers examined the SBAC ELA blueprint for grades 6-8 to understand the components (Claims and Targets) of the assessment.

Teachers were then able to analyze how SBAC is aligned to the NVACS. Teachers were then able to incorporate those concepts and strategies into everyday lessons and long-range planning.

Stepping Up to the Standards

After completing the initial NVACS/SBAC training, interested schools received an additional training based on an instructional resource titled *Stepping Up to the Standards*. Each participating middle school ELA teacher received this grade-specific resource that was created to provide leveled questions to promote higher order thinking during instruction. The document provides sample depth of knowledge (DOK) question stems that are aligned to the Nevada Academic Content Standards (NVACS). The question stems provide a framework to assist teachers with crafting scaffolded DOK questions to be used during instruction to foster student discourse and increase student achievement. The trainings included strategic instruction on how and when to incorporate the leveled questions into everyday instruction as well as into assessments. Several administrators reported that teachers utilized the *Stepping Up to the Standards* booklet to rewrite their unit tests as well as semester exams, providing an increased rigor that is required on the final summative SBAC assessment.

Site-Based Teacher Support

Secondary Literacy continued to support individual school needs by providing on-demand, site-based trainings. Many middle schools requested trainings to support their teachers with writing instruction and assessment. The trainer provided specific graphic organizers and step-by-step instruction for the different writing types for each grade level. Secondary Literacy supported all secondary ELA teachers at two Somerset Academy campuses with an all-day training to support the understanding of the NVACS alignments and progressions.

Rural Support

Secondary Literacy has continued to support Lincoln County in middle school literacy. The trainer observed in the middle school classroom for a full day. Materials and training were provided for NVACS/SBAC alignment in the ELA classroom. Ongoing support and communication will continue for the 2020-2021 school year.

Insights, Reflection, and Next Year's Goals

Through credit classes, workshops, on-demand trainings, online trainings, and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction in the Southern Nevada counties.

The 2019-2020 school year was a unique one for everyone. The Secondary Literacy Regional Trainer who focuses on middle school was new to the position. The school year, as we know it, ended abruptly in March due the COVID-19 Pandemic. Everyone had to adapt very quickly to a remote learning environment. Secondary Literacy was still able to offer multiple site-based trainings and workshops at the beginning of the school year. After the school closure happened, support was continued via online.

The on-demand, site-based trainings were successful as is evidenced by both teacher and administrator reflections and online evaluations. Additionally, after most of the initial trainings, the trainer was asked to return to the school for multiple follow-up sessions. The goal for the 2020-2021 school year is to continue working with the partnered schools, especially those that have already scheduled to continue professional development with RPDP.

Several online trainings and article studies were conducted at the end of the school year via Google Meets. The trainer worked with administrators from several different middle schools to develop professional development that would meet the needs of the teachers during the remote learning phase of the school closure. Standards and writing instruction trainings were held for two different middle schools. Four article studies were conducted in a discussion-style format with site-specific teachers and administrators at the middle school level. Based on positive feedback from both teachers and administrators, the article studies will be offered next school year as professional development opportunities to multiple counties and districts.

High School Literacy

Overview

Secondary Literacy has one full time, high school Regional Trainer, Saralyn Lasley, and five part-time instructors. The overall goal for Secondary Literacy for the 2019-20 school year was to continue to support secondary teachers' professional growth in all areas of literacy. This included working with high school ELA teachers on NVACS, curriculum development, and assessment, while also providing literacy support for content area teachers and writing support for National Board Candidates.

Objectives and Milestones

UNLV Credit Courses and Contact Hour Workshops

During the 2019/20 school year, Secondary Literacy continued to offer graduate level courses through UNLV as well as Contact Hour Workshops. Three UNLV classes were offered: two 3-credit classes focusing on reading and writing in ELA and social studies and one 2-credit course on vocabulary across the curriculum. Secondary Literacy also offered a series of four 3-hour workshops on ACT for ELA, social studies and science teachers, as well as an 8-hour workshop on Student Centered Classrooms in Lincoln County. To accommodate teachers from all areas of CCSD, classes were offered at different locations throughout the district. Curricula are based on UNLV course requirements, the Nevada Academic Content Standards and the NEPF. Educators who take these classes can earn UNLV credit and/or PD Contact Hours for recertification. In response to school closures in March, Secondary Literacy created a 12-hour series of online article reviews focusing on remote learning.

Site Based Teacher Support

Secondary Literacy continued to support individual school needs by providing on-demand, site-based trainings. Western High School requested a whole staff training on formative assessment, followed by additional trainings for ELA, math, science and social studies. Secondary Literacy collaborated with RPDP math and science teams to provide these follow-up trainings during SBCT five times during the school year. Secondary Literacy also continued to support the writing across the curriculum initiative started four years ago at Green Valley High School. At the principal's request, the high school trainer returned to Green Valley five times during the course of the 19/20 school year to work with new teachers and new hires to GVHS. Additionally, upon request, Secondary Literacy joined the learning team at Canyon Springs High School to create lessons and assessments aligned to the ACT.

Rural Support

Secondary Literacy has continued to support Lincoln County as the district moves towards more student-centered learning. Building on the brain learning workshops offered during the 18/19 school year, Secondary Literacy offered an 8-contact hour workshop for the Lincoln County High School staff on student centered learning and a 15-contact hour online book study on the same topic. All secondary educators, including administration, in Panaca, NV participated in the online book study.

National Board Candidate Support

Starting in the Spring of 2017 and continuing through the 19/20 school year, Secondary Literacy offered four rounds of the NBC Writing Workshops at four different CCSD locations. Each round included a series of four 3-hour workshops. The goal of the workshops is to support National Board Candidates' thinking, planning and writing as they work through the National Board Certification process. Candidates who attended all four workshops and participated in the revision activities in Google Classroom earned 4 CUs for participation. Over the last three years, over 400 K-12 teachers from all content areas have been impacted by these workshops.

Writing Has No Boundaries--Writing Conference

In the summer of 2019, Secondary Literacy collaborated with the Southern Nevada Writing Project (SNWP) and UNLV to offer a 2-day conference on writing scheduled for April 24 and 25, 2020 at Spring Valley High School. Tickets went on sale in January and sold out with 350 participants registered by February. Due to school closures, this event was rescheduled for September 11 and 12. Even though a few participants canceled their registration, once waitlisted participants were added, the conference remains full.

Insights, Reflection, and Next Year's Goals

Through credit classes, workshops, on-demand trainings and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction in Southern Nevada.

Due to changes in CCSD's Professional Growth System two years ago and recent NDE changes in licensure, Secondary Literacy reduced the number of UNLV credit courses offered and increased the number of workshops. This change was reflected in a higher rate of enrollment than the previous years. Based on positive participant feedback and increased demand, Secondary Literacy will continue to offer the ACT Workshop Series in the fall and the National Board Candidate Writing Workshops through the school year. Also, due to the overwhelming response for the virtual article review workshops offered in May of 2020, Secondary Literacy plans to offer three more 12-hour online article review workshops in the fall and an online version of the 3-credit UNLV course, Writing in ELA and Social Studies-537i.

Onsite trainings will continue with follow up at already established sites and provided upon demand to new sites throughout the year. Based on positive teacher and administrative feedback, Secondary Literacy will continue to support the writing across curriculum initiative at Green Valley HS and continue to assist the ELA departments at Western HS and Canyon Springs HS as they develop standards and ACT aligned curriculum and assessments. Support for Lincoln County will continue in the fall with two days of classroom observations focusing on the student-centered classroom and application of the strategies learned during the 19/20 school year.

The National Board Candidate Writing Workshops continue to be successful as is evidenced by participant evaluations and google surveys. One of the biggest challenges candidates face is the blank page. They become so overwhelmed with the magnitude of the certification process that some candidates struggle to even start writing. Even though evaluations indicated that the workshops helped them, some candidates are still unable to start writing soon enough to submit by deadline. With this in mind, the Trainer built in mandatory writing time during the workshops, so everyone will have started writing well before their submission deadlines. In the fall, National Board Candidates, who had completed the workshops during the 18/19 school year and received scores for their component submissions, took a brief survey to assess the impact of the workshops. To date all candidates who completed the workshops have passed all the components they submitted (100% pass rate). Evaluations continue to show the writing workshops as a much-needed resource for NB Candidates, so they will continue next year.

One of Secondary Literacy's biggest projects this year was the collaboration with SNWP and UNLV to offer a writing conference--Writing Has No Boundaries--April 24 and 25 at Spring Valley HS. By the beginning of March, there were 24 presentations booked, 350 participants registered and the program created, but COVID 19 forced the team to reschedule for September 11 and 12. Since rescheduling, over 90% of the participants asked to remain registered and expressed a need for more professional development in writing. With this in mind, Secondary Literacy will continue to collaborate with other educational stakeholders to offer district wide professional development in writing.

Elementary Mathematics

Overview

The Elementary Mathematics Team consisted of one full-time trainer, David Janssen, and three part-time or contracted trainers: Kathy Dees, Sue Dolphin, and Nicole Jawhari. Each trainer brought specific strengths and skill sets to the overall K-5 mathematics professional development program. The team's primary activities for the 2019-20 school year included the following tasks: 1) provide face to face and online virtual in-services and workshops at school sites requesting specific training for the Nevada Academic Content Standards (NVACS), Smarter Balanced Assessment (SBAC), Nevada Educator Performance Framework (NEPF), mathematics content, and instructional strategies, etc., 2) provide professional development support and service to the non-CCSD charter schools and all five SNRPDP county school districts including individual schools/departments in Clark, Lincoln, Mineral, Nye and Esmeralda counties, and 3) provide elementary mathematics courses for credit through the University of Nevada Las Vegas (UNLV) for professional development and license renewal.

Objectives and Milestones

Professional Development

Training and professional development were formatted into full or half-day workshops, grade-level meetings, C.C.S.D. SBCTs (Site Based Collaboration Time), general staff meetings face to face, and through virtual online training via Zoom and Google Meets. In-class modeling, coaching, and other training were also provided to support best practices and the NVACS. Best practices included the use of models and tools, mathematical discourse, effective questioning, problem-solving, differentiation, higher-level thinking, growth mindset, effective implementation and use of assessments, etc. The math trainers helped teachers examine the NVACS to ensure that problem solving was sufficiently and effectively taught in all classrooms. Teachers also participated in grade-specific training designed to deepen their content knowledge base through effective instructional strategies and implementation of site-based resources. Many of the workshops and classes offered in CCSD before or after school allowed teachers to earn contact units (CUs) for salary advancement. At times, the use of substitute teachers provided a highly-effective opportunity for RPDP trainers and teachers to work together during the academic school day to strengthen teachers' skills in order to meet the needs of a wide range of learners. This form of professional development is extremely effective in developing on-going relationships with administrators and teachers.

Charter and Rural County Support

Continued professional development support was offered and provided for the growing number of charter schools throughout Southern Nevada (specifically Somerset Academies, Coral Academies, Doral Academies, Pinecrest Academies and Legacy Traditional Schools) as well as public schools in the rural counties of Lincoln, Esmeralda, Nye, and Mineral. In addition to before and after school workshops, many of these professional development in-services included

classroom modeling of content and best practices. Towards the end of the final quarter of the academic school year professional development continued virtually due COVID-19.

UNLV Credit Courses and Contact Hour Workshops

The elementary mathematics team facilitated one-credit classes through UNLV that were offered during the academic school year. All five southern counties had the opportunity to attend these accredited courses. Content specific courses were offered to ensure that the needs of the individual teachers/regions were met. Courses supported the NVACS and NEPF with a focus on growth mindset, K-2 Number Talks and discourse, fractions in grades 3-5, problem-solving and student metacognition. Teachers also examined content standards across grade levels within each domain.

During the 2019-2020 school year, trainer Nicole Jawhari designed and instructed an elementary mathematics course for credit through the University of Nevada Las Vegas (UNLV). The class, RPDP 541: Problem Solving K-6 was offered once in Fall 2019, and again in Spring 2020 for professional development hours, license renewal or university credit. The class had the mission of enabling educators to strengthen their educational philosophy and establish strategies rooted in the Nevada Academic Content Standards (NVACS) and the Nevada Educators Performance Framework (NEPF) that nurtured problem solving and reasoning for grades K-6.

The class RPDP 541: Problem Solving K-6 fulfilled three objectives.

Objective 1: Teach best-practices as they relate to problem solving in grades K-6 mathematics education.

The following was the course description for Fall 2019 and Spring 2020 course offering of *RPDP 541: Problem Solving K-6*:

Problem solving is the process of reasoning and actively applying what a student knows to new problems from all areas of mathematics. Knowing a variety of mathematical ideas is insufficient unless students can draw on, integrate and use them to solve challenging, complex problems. In this K-6 course, participants will learn strategies and activities that nurture problem solving and reasoning across grade levels.

The Fall 2019 course concentrated on best practices for teaching problem solving in the elementary school mathematics classroom. The course asked educators to recall and identify their own past experiences as students of mathematics education as it related to problem solving. Educators then examined definitions of problem solving and the importance placed on problem solving in the present-day society. This helped structure the motivation of the class and bolstered the importance of problem solving, especially for educators who may not have seen the importance of problem solving before.

Instead of simply defining the different ways students solve problems and running through those strategies systematically over the course, educators were instead expected to truly experience the problem solving process for themselves during each course meeting and through the eyes of their students as they posed good questions that elicited strong problem solving to their students each week and then reflected and brought back new insights to share with the class.

Each class meeting was spent honing in on what problem solving really meant in the mathematics classroom and using these conclusions, and current research in the field to think about what good questions in the classroom look like as well as how to foster a community of problem solvers in their classrooms.

In addition to allowing teachers to experience the process of problem solving for themselves, each class meeting included specific foci. This allowed educators to work towards fostering a community of learners skilled at problem solving through the pathway of deepening content knowledge in the Nevada Academic Content Standards (NVACS), vertical alignment of the NVACS, NEPF, the 8 Mathematical practices, the stages of C-R-A, good questioning, learning to create open questions and parallel tasks, Cognitively Guided Instruction, Finding Mathematics in the Real World, and Equity in Mathematics.

In the Spring 2020 class, due to the onset of the COVID-19 pandemic, the class was forced to switch to virtual meetings midway through the course. The course still covered the majority of the content of the Fall 2019 course; however, Nicole immediately shifted the amount of content she wanted teachers to be able to process in one virtual session and focused largely on how teachers could use the virtual tools available to successfully teach mathematics to their students. Just as Nicole had wanted teachers to experience problem solving as learners in the class before, she wanted to implement best-practices for teachers in the online format as well. She immediately began sending surveys on how she could support, researching and watching any webinar on virtual mathematics education that she could find. Nicole's mission transposed to helping educators in the class find success in teaching students virtually so that they could still allow opportunities for their students to problem solve in mathematics. During the online class sessions, and several one-on-one meetings or classroom observations with teachers, they practiced good questions, open tasks and Number Talks; and worked through what was successful and what they could change to yield better results.

Objective 2: Provide educators throughout Southern Nevada the opportunity to collaborate, reflect and learn from each other and their students resulting in improved pedagogy and practice regarding elementary mathematics education.

Putting what educators learned about best-practices into action was an objective of this course. In the Fall 2020 course educators learned by doing, reading research in the class and discussing research and experiences with peers. Educators were then assigned the homework of bringing

these best practices related to problem solving back to their classrooms and putting them into action. Each class opened with reflecting on this experience and sharing again with classmates.

The Spring 2020 class mirrored the Fall 2019 experience with the addition of teachers sharing what was working for them virtually as well as what was ineffective. Teachers reflected and evolved as educators over the course of just a few months as they learned through trial and error how to adapt to virtual mathematics instruction while still moving forward in their understanding and pedagogy of teaching mathematics. This reflective community of learners was inspiring.

Objective 3: Educators were able to obtain professional development credit, 1 university credit, or fulfill licensing credit upon the completion of this course.

RPDP 541: Problem Solving K-6, offered the opportunity for educators to obtain the credit they needed towards their state license, towards credits that help them work towards column advancement, or for 1 university credit from UNLV. In the Fall 2019 class, 15 educators completed the course and received credit. In Spring 2020, 22 teachers completed the course and were able to receive credit.

K-12 Mathematics Conference

The elementary math team also organized a summer conference for over 125 teachers in Southern Nevada, but the COVID-19 pandemic required us to cancel this professional development opportunity. The conference provided teachers an option to acquire one university credit and/or contact units (CUs) for CCSD teachers, or just as an option for professional growth.

Classroom Observation Report

At the request of a number of CCSD elementary schools and non-CCSD charter schools, informal classroom observations were conducted to provide feedback to teachers regarding the use of best instructional practices and the NVACS. These observations were non-evaluative. Many times throughout the school year, when the elementary math team provided an in-service or training, they followed up with a coaching/observation cycle in which the trainer: (1) modeled best practices in the classrooms, (2) observed classroom teachers implementing the new practices, and (3) provided feedback to the teachers. This form of professional development was highly supported by administrators and teachers throughout the year.

UNLV Credit Courses and Contact Hour Workshops

Classroom observations were not part of the RPDP 541: Problem Solving K-6 class, however classroom work samples were analyzed during each class meeting. Additionally, in the Spring 2020 class, due to the onset of COVID-19 pandemic, trainer Nicole Jawhari was able to be a part of several math classes as instruction was transferred to online. She was able to coach teachers on how to use online platforms to teach. For the majority of the 22 teachers, this was the first time they had used these platforms. While some teachers were very comfortable trying these virtual platforms, other teachers were not as adept with technology and took some major steps

forward during the course of the class. Inclusion in virtual observations allowed Nicole to coach alongside teachers as a partner. Teachers were astoundingly more receptive and excited to have her come be a part of their classroom virtually than she had ever experienced face-to-face. This also afforded her the opportunity to observe many more teachers teaching than would be possible in a face-to-face setting.

The classroom observations Nicole had the opportunity to be a part of included teachers trying to foster an environment of problem solving in mathematics, virtually. She was able to observe Number Talks and the posing of Open and Parallel tasks in action. These observations allowed teachers to then work together as a group to discover how to make these structures that were powerful in-person, also powerful online. It was notable that teachers who already fostered an environment in their physical classroom geared towards student-centered problem solving were able to transfer the norms and implement them easier than teachers who were attempting strategies and routines for the first time virtually.

It was beneficial that teachers did not feel it was their instruction or them personally that had deficits, instead the focus was on how to transfer or adapt the instruction to be powerful virtually. The teachers worked together to learn how to establish new norms online that would support these tasks. They also found that teachers who had smaller class sizes or even small groups were able to pose and implement these tasks more successfully. The Spring 2020 course turned educators into problem solvers in action learning how to get kids thinking deeply while online.

With virtual learning being recorded, teachers were also able to share parts of their experiences with classmates instead of just student work samples. Teachers in the Spring class became a team as they tackled the new challenges of virtual education together during a pandemic. Teachers leaned into each other and the class for resources and to truly learn from and with each other. It is believed that this community of learners pushing each other forward in their teaching instruction virtually had a direct, positive impact on student learning.

Insights, Reflection, and Next Year's Goals

The SNRPDP elementary mathematics team has found working with teachers in their classrooms to be highly effective in the eyes of site administrators and classroom teachers, so the opportunity to pay for substitute teachers has been a strong support system in providing professional development. Also, with over 250 elementary schools in the five southern counties, the elementary math team has found it very beneficial having a full-time trainer on staff as well as three part-time/contracted trainers, allowing the team to much more effectively meet the requests and needs of all schools. Additionally, RPDP trainers have received extensive training in the use of online Google tools such as Google Meets and Google Classroom, allowing them to support teachers in a much more extensive way. For example, incorporating Google Meets and Google Classroom as an online/blended learning model in training and credited classes allowed the trainers to support all schools with access to high quality materials.

Over the last five years, the Las Vegas area has seen tremendous growth in non-CCSD Academic Nevada charter schools (Doral Academies, Somerset Academies, Pinecrest Academies, etc). As

these charter schools do not receive support from CCSD, the SNRPDP elementary math team has built strong relationships with these sites, providing valuable ongoing professional development over several years as they continue to grow and service southern Nevada families.

In 2020-21, we plan on expanding our focus in regards to online professional development opportunities as we see this as an avenue to access many teachers across the state. More quality virtual professional learning using Google Meets and access to quality resources through Google Classroom. Also, our department is currently developing online professional development to support schools and individual grade levels across the state at the beginning of the 2020-21 academic school year to assist in closing the achievement gaps that will be evident from all the lost instructional time.

Finally, if possible, we plan on combining efforts with our secondary math department in order to host one large K-12 mathematics summer institute. The opportunities for K-12 teachers to attend a conference with guest speakers from around the country, attend sessions with teacher leaders from local districts and schools will provide them with professional development that is current, highly effective and will allow them to expand their knowledge of content and best practices in K-12 mathematics.

Middle School Mathematics - MS Mathematics Support

Overview

Candice Meiries is a trainer for the Secondary Middle School Mathematics Team. She brings diverse strengths to the overall 6-8 math professional development program. Her goal and focus are on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives:

1. Increasing teacher content knowledge and developing pedagogical approaches to instruction
2. Creating a collaborative network of mathematics teachers
3. Partnering with the Nevada Department of Education

Objectives and Milestones

Increasing Teacher Content Knowledge and Developing Pedagogical Approaches to Instruction
Increasing teacher effectiveness through content building was one of the math team's goals this year. The team facilitated a for-credit class on understanding the Domains of Middle School Math for grades 6-8, problem-solving workshops, and curriculum alignment workshops.

Professional development on problem-solving and effective questioning was consistently provided during Clark County School District (CCSD) site-based collaboration time and during or after school for non-CCSD schools. Problem-solving strategies, Cognitive Rigor Matrix, leveled questioning, and student organizational strategies were presented and modeled to teachers for understanding and incorporation into instruction and assessment. Candice also assisted teachers in planning and modeling lessons.

During the change period that resulted from the COVID-19 pandemic the Middle School Mathematics Team switched to a total online support format. Content teacher guides and 10-minute targeted instructional lessons to support distance learning were created and made available to teachers and posted on the SNRPDP website (www.rpd.net).

The team continued to support outlying districts in their efforts to increase student achievement through distance learning opportunities and providing resources to the teachers.

Creating a Collaborative Network of Mathematics Teachers

The Southern Nevada Teachers' Math Circle was designed to create a collaborative network of teachers and mathematicians working together on intriguing and stimulating problems. Candice Meiries, Jennifer Loescher, Carol Long, and Lynn Trell (CCSD) worked on this project together. Through this collaborative process, the team sought to provide teachers with an opportunity to enrich their knowledge and appreciation of mathematics. The team feels that problem-solving abilities and critical thinking engender success in many fields and that promoting these abilities in teachers will, in turn, foster them in their students. We began this year's Teachers' Math Circle with a three-day immersion workshop facilitated by Joshua Zucker, Teachers' Math Circle Consultant. This workshop was well received. Teachers have asked to make this a yearly event. We also provided two more workshops during the school year. Unfortunately, the COVID-19 Pandemic prevented the full implementation of this project.

Middle School and High School Department Chair/Learning Strategist Collaboration

Candice Meiries also partnered with the SNRPDP High School Mathematics Team to create a joint project with the Clark County School District Math Department to directly support math leaders in all 2 and 3 star rated schools in the district. The project was launched during the first semester and live meetings began in January. Unfortunately, the COVID-19 pandemic prevented the full implementation of this project but based on the data collected from the beginning phase of the work, there is a clear need for this effort and as we move forward, we will continue to fill this need.

Math Meets

The Middle School Math Team also hosted Math Meets, a virtual collaboration among southern Nevada middle school math teachers. During this weekly, one-hour meeting, teachers were able

to collaborate, share resources, and ask questions. Math meets was well received and had over 40 teachers attending each week.

Partnering with the Nevada Department of Education (NDE)

Candice Meiries worked closely with the Nevada Department of Education whose focus was on increasing student achievement in mathematics through standards clarification. A task force of teachers was organized to create the Nevada Ready Standards Clarification Documents for grades K-12. These documents provide resources for mathematical practices, prerequisite skills, instructional strategies, standard connections, lessons, and assessment examples.

Quick Talks by Math Experts

Candice, Doug Speck (SNRPDP Math), Jason Lillebo (SNRPDP Tech), and Tracy Gruber (NDE) developed the Quick Talks by Math Experts SNRPDP YouTube video channel. These are short (less than 10-minute) videos that NDE recorded from Math Experts with proven strategies that teachers could immediately implement in their classrooms.

Insights, Reflection, and Next Year's Goals

Increasing Teacher Content Knowledge and Developing Pedagogical Approaches to Instruction Content/Strategies Workshops

Content building for increasing teacher effectiveness has always been at the forefront of SNRPDP. This year the Middle School Mathematics Team will focus attention on creating regional workshops for math teachers. The hope is that the teachers who attend these workshops will have similar students with similar needs and therefore will need similar support. Our team will provide specific workshops tailored to meet the targeted needs of these teachers.

Candice Meiries will continue to work closely with school administrators to create meaningful, multi-part professional development. These professional development opportunities will be based on school needs and will focus on teacher effectiveness and student achievement.

Mathematics Podcast

Well-conceived podcasts are an effective, portable, convenient and intimate way to deliver and produce content, pedagogy, and build ongoing relationships with educators. Candice Meiries will focus on cultivating teacher effectiveness in the form of an educational podcast. She will create, produce, and publish a bimonthly educational podcast for all mathematics educators in Southern Nevada for the entire 2020-21 school year. It will include interviews of local educators and discussions of current “hot” educational topics. This podcast will be especially beneficial for communication and professional development for our rural counties.

Taking Action: Implementing Effective Mathematics Teaching Practices in Grades 6-8 Cohort

Candice Meiries will facilitate a cohort of Middle School Mathematics Teachers who aspire to ambitious teaching that will provide each and every one of their students with more opportunities to experience mathematics as meaningful, challenging, and worthwhile. This focus on a coherent set of professional learning experiences designed to foster teachers' understanding of the eight effective mathematics teaching practices and their ability to apply those practices in their own classrooms. It will examine in depth what each teaching practice would look like in a middle school classroom, with narrative cases, classroom videos, and real student work, presenting a rich array of experiences that bring the practices to life.

Bridging the Gap

Candice Meiries will also be working with Kathryn Dees and David Janssen (SNRPDP Elementary Math), to collaborate with 5th and 6th grade teachers from feeder schools to help bridge the gap for students between elementary and middle schools. It is also designed to assist teachers in gaining a deeper understanding of mathematics.

Mentoring teachers will also continue for the next year. These mentoring sessions are based on teacher and school needs and will focus on student achievement.

Continued work and support with Lincoln, Nye, Esmeralda, and Mineral counties, as well as, Charter schools in the Clark County area will be provided.

Creating a Collaborative Network of Mathematics Teachers

This was the second year for the Southern Nevada Teachers' Math Circle (SNMTC). Although it was cut short due to the COVID-19 Pandemic, the team found that the program affected participating teachers in positive ways. Teachers developed stronger identities as mathematical thinkers and began to see themselves as both teachers and mathematicians, teachers felt more pedagogically prepared and had increased self-efficacy as math teachers, and mathematical knowledge for teaching increased after participating in a workshop. SNMTC also had a very strong connection to the NEPF and the NVACS. A teacher survey reported an increased enthusiasm for mathematics, higher levels of professional engagement and leadership, and an increased belief that all their students are capable of doing mathematics.

Math Meets

A positive outcome from the COVID-19 pandemic was the creation of Math Meets. Creating an easily accessible network of collaborative teachers was needed. Teachers love the idea of joining in virtually and getting the support they need from all over Southern Nevada. We will continue Math Meets in the fall., beginning with sessions on filling the gaps with vertical alignment.

Middle School Mathematics - SBAC Analysis

Overview

Candice Meiries and Jennifer Loescher continue to support teachers with understanding the components and instructional implications of the SBAC assessment, data analysis and curriculum alignment. Their goal and focus is on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives.

1. Increase the content knowledge and pedagogy knowledge of teachers
2. Increase teacher knowledge and understanding of the NVACS; both the content standards and the Standards of Mathematical Practice
3. Increase teacher ability to analyze SBAC data using the scale scores and the SGPs to be both reflective and proactive with flexible grouping

Objectives and Milestones

Assessment Analysis

This was a large focus this year. One, two, and three-day workshops/in-services were implemented to analyze high stakes assessments, specifically the SBAC Assessment. Using the blueprints/items specifications, teachers proved through textual evidence that SBAC is aligned to our NVACS (Nevada Academic Content Standards); therefore, if they increase their familiarity and flexibility of the NVACS, student achievement will increase on the SBAC. Teachers were encouraged to change instructional practice on a daily/weekly basis rather than spending time on “test prep”. Teachers explored SBAC’s definition of DOK (Depth of Knowledge) levels and obtained an understanding of how they interweave with the Standards for Mathematical Practice. Finally, teachers were able to review sample SBAC questions.

Curriculum Alignment and Data Analysis

Curriculum alignment and data analysis came to the forefront for many schools. Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another.

Full day professional development on how to analyze SGPs (Student Growth Percentiles) with SBAC Achievement Level scores, and MGPs (Median Growth Percentile) were given to our Southern Nevada school districts. Teachers gained an understanding of interpreting the SGPs in conjunction with the SBAC levels/score and the implications for adjusting instruction. Teachers created a sub-group intervention plan for increasing student achievement. These plans included

specific targets, data points, and evaluation dates. Additionally, teachers explored a variety of equitable strategies that allowed for multiple points of entry as well as valuing the problem-solving process. This helped them leverage each minute of their instructional day with students to increase student outcomes and build stronger relationships.

Another full day professional development was presented on how to align assessments/activities/tasks/lessons, and strategies to the NVACS. Teachers unpacked the standards and learned the SBAC's interpretation of the standard expectations. Teachers began to review existing assessments with a new perspective to determine if it is balanced with DOK levels and if questions address the evidence statements/assessable objectives of both the NVACs and SBAC assessment.

Insights, Reflection, and Next Year's Goals

Based on the feedback from teachers and administrators across Southern Nevada, we will continue providing professional learning opportunities on SBAC Analysis. The components of Curriculum Alignment and Data Analysis were well received. Providing substitute teachers so that full day professional development could occur was an obstacle this year. There just weren't enough substitutes available. To address this challenge for the school year 2020-21, after school and Saturday workshops will be designed to continue this work.

Middle School Mathematics - Developing Collaborative Inquiry & Math Supports

Overview

The Secondary Middle School Mathematics Team consists of three trainers - Jennifer Loescher, Carol Long, and Candice Meiries. Each trainer brings specific strengths to the overall 6-8 math professional development program. The team's goal and focus are on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives:

1. Increasing teacher content knowledge and developing pedagogical approaches to instruction
2. Assessment analysis, which includes curriculum alignment and data analysis
3. Creating a collaborative network of mathematics teachers
4. Partnering with the Nevada Department of Education and the Curriculum and Professional Development Department

Objectives and Milestones

Increasing Teacher Content Knowledge and Developing Pedagogical Approaches to Instruction Through Collaborative Inquiry

Two middle schools (O’Callaghan MS and Sedway MS) participated in a training and began to implement #ObserveMe in the 2019-2020 school year. Three other middle schools expressed interest, but were unable to overcome the barrier of the shortage of substitutes. One school continued to implement Teacher-Led Walkthroughs (Sedway MS).

Mentoring and Coaching Learning Strategists

Jennifer Loescher began offering one-on-one support (via mentoring, training, and coaching) to Learning Strategists/Instructional Coaches in a more explicit way. Continuing to mentor the strategist at Sedway MS, two others (one at a middle school and one at a high school) whom she had established relationships with previously asked for assistance with building expectations, best practices for coaching teachers, and improving professional development sessions (via observation/debrief and review of materials).

Response to COVID-19 Pandemic

Due to the initial uncertainty the unexpected coronavirus created, teachers were not in a state of mind for lengthy professional development; however, there was still a desire and need for continued learning. Based on feedback from a few teachers, Jennifer Loescher created a framework and successfully facilitated four article studies on communication, language shifts, restorative justice, and teaching SEL.

Insights, Reflection, and Next Year’s Goals

The substitute shortage and continued focus on SBAC alignment created barriers to implementing this new project with scalable success. Continuing to build and strengthen relationships with administration and teachers will increase participation and understanding of the impact collective teacher efficacy will have on student achievement. SNRPDP trainer, Karen Stanley (SNRPDP Admin), shared that many schools will be required to implement different kinds of classroom walkthroughs that involve teachers next school year. Jennifer Loescher plans to capitalize on this information by offering her support and experience with developing teacher-led walkthrough protocols as well as other structures that can develop the culture needed to increase collective teacher efficacy.

To increase the capacity of this project next year, Jennifer is including the structured component of mentoring and coaching Learning Strategists and Instructional Coaches. Her project will support another team project that provides group professional development to department chairs

and strategists. She also changed the name to Collective Teacher Efficacy to make the connection more explicit between how she can offer support and the needs of the school. A future goal will be: Learning Strategists will increase their effectiveness after building and refining their constructive feedback and professional learning facilitation skills.

High School Mathematics

Overview

The High School Mathematics Team consists of two members - Doug Speck and Karl Spendlove. The team is committed to improving High School Mathematics in the Southern Nevada region supported by the SNRPDP through direct in-school support, group support through advanced coursework, resource support through the SNRPDP website and system-wide support for districts and Nevada Department of Education.

Objectives and Milestones

Increasing Teacher Effectiveness

One of the main objectives for the High School Mathematics Team was to improve teacher effectiveness in the Mathematics Classroom. The team worked on this in a multifaceted approach. Teacher content knowledge was addressed through a series of content classes in Algebra and Geometry. Content knowledge was also the focus of a series of Professional Development sessions delivered at various schools. Specific content needs were individually addressed through feedback sessions and debriefing after teachers were observed. The introduction of content in a classroom context was modeled on a regular basis for schools/teachers where it was most needed. Finally, content support was provided by adding additional materials to the www.rpd.net website.

The second component used to improve teacher effectiveness was focused on pedagogy. Teachers were coached in ways to improve their instructional delivery. Resources were provided to help teachers make their classes more engaging. Teachers were also assisted with the use of instructional technology, including graphing calculators and interactive whiteboards. Extensive feedback sessions and in class modeling were central to these efforts.

The final component used to improve teacher effectiveness was to focus on planning and preparation. Sessions were conducted with school PLCs to develop long term and unit plans. Individual sessions were provided to aid teachers in developing effective lesson plans. Resources were provided to assist in all of these planning sessions along with specific assessment resources

to determine if learning was occurring. Examples of both long range and short-term planning were made available to the teachers in our region.

Partnering with the Nevada Department of Education (NDE)

The second main objective was to support the State's curriculum work. The High School Mathematics Team participated in the Standards Clarification work that occurred both in the Southern region and also in the Reno/Carson City area. This effort was completed during the first semester and is now available to all Nevada Teachers. The team also was a part of developing the Quick Talks by Math Experts which is the SNRPDP YouTube streaming video channel. Additionally, the Team developed a new course and resources in support of the Math portion of the ACT College Entrance Test.

Response to COVID-19 Pandemic

During the change period that resulted from the COVID-19 pandemic the High School Mathematics Team switched to a total online support format. Content courses in Algebra and Geometry were moved into the virtual space. The team also continued to support the Middle School Math Endorsement Program as it also moved in the virtual space. Additional resources were made to support distance learning and the team also participated in virtual meetings with high school math teams. Finally, the team supported the Nevada Department of Education Content Office Hours with direct support in Mathematics.

The High School Mathematics Team continued to support outlying districts in their efforts to increase student achievement through distance learning opportunities and providing resources to teachers. Within the Clark County School District, the Secondary Mathematics Team partnered with our Middle School Mathematics Team to create a Joint Project with the District's Math Department to directly support the Math Leaders in our 2 and 3 star rated schools. The project was launched during the first semester and our live meetings began in January. Unfortunately, the COVID-19 Pandemic prevented the full implementation of this project but based on the data collected from the beginning phase of the work there is a clear need for this effort and as we move forward, we will continue to fill this need.

Classroom Observation Report

Classroom observations and mentoring were at the heart of the High School Mathematics Team's efforts this year. The team completed over 150 observations and feedback sessions prior to the closing of school facilities due to the COVID-19 pandemic. The team used observation/feedback to help a number of schools improve their mathematics programs. Specific feedback was provided to these teachers with many follow-up observations to monitor how the feedback was turned into action. We were not able to complete the capstone portions of these efforts this year.

Insights, Reflection, and Next Year’s Goals

Overall, the High School Mathematics Team was having a great year before things shifted. The COVID-19 pandemic that shut down schools in March 2020 caused the team to change its approach and widen our efforts to support teachers. Moving into next year the team will need to develop plans to support teachers in person, online, or in a blended program.

In-Person Support	Virtual Support
<ol style="list-style-type: none">1. Continue to increase the number of schools involved with on-site support2. Continue updating and expanding the resources on the www.rpd.net website3. Expand support for outlying districts including in-person visits to make connections4. Expand the content course offerings	<ol style="list-style-type: none">1. Work with NVDOE to make the Math Office Hours more productive2. Observe online teaching by joining teaching sessions to provide feedback3. Create online courses and materials in Algebra 1, Geometry and Algebra 2 to directly support teachers

Elementary Science

Overview

Elementary science consists of one full time trainer, Stacy Cohen. There is currently one part-time trainer that helps facilitate classes and workshops for elementary science. Elementary Science offered credit courses, professional development sessions and SBCT tailored elementary science training to multiple schools. The Nevada Academic Content Standards for Science were rolled out several years ago and teachers are still in need of professional development and curriculum support for elementary science.

The overarching goal of the 2019-2020 school year was to broaden the impact of S.T.E.M. education for elementary science teachers in the five counties SNRPDP services. A secondary goal for elementary science was to provide access to materials and lessons that are aligned to NVACSS. These goals were integrated into graduate credit classes, CU classes, SBCT at school sites and during a year-long engineering fellows program. The statewide science assessment is now reflective of the current NVACSS. Many schools reached out for science and S.T.E.M. implementation support. As a result, schools worked year-long to improve teacher content knowledge of science and the frequency of science being taught in classrooms. Science assessment support, science integration and S.T.E.M. topics are integrated into the elementary science project plans for the 2020-2021 school year.

Objectives and Milestones

S.T.E.M. Education Partnership with OSIT

This school year focused on deepening our partnership with OSIT and teachers in Clark and Nye counties. The goal of the program was to increase understanding of what S.T.E.M. is and how to develop and implement a S.T.E.M. lesson. RPDP, in conjunction with OSIT, provided multiple professional development sessions to walk teachers through a model lesson, give them the resources to plan units and provide them with one-on-one time with UNLV College of Engineering faculty and students. In between sessions, RPDP and OSIT conducted site-based observation visits and provided feedback to participants after observing S.T.E.M. lessons. The UNLV partnership provided the fifth-grade classroom teacher participants an opportunity to work with an engineering expert in the field to perfect their engineering piece of their S.T.E.M. based lessons. Many partnerships were formed so that the teachers can utilize the UNLV faculty and student expertise in their S.T.E.M. lesson endeavors.

The primary goal of the yearlong Engineering Fellows Program was for participants to create S.T.E.M. lessons and units for their fourth-grade students during the 2020-2021 school year. Participants accomplished this goal and received funding from OSIT to create their kits for their lessons and units. There was enough funding through OSIT that the program allowed for each participant to choose five different kits other than their own to be used in their classrooms. Participants were able to choose between kits from the Northern Nevada cohort and the Southern Nevada cohort. This program is currently being revised and will be implemented in a two phase program for the 2020-2021 school year. Phase one entails creating critical consumers of engineering lessons for K-5 teachers and phase two will focus on lesson development. Cohorts will be formed in Northern and Southern Nevada over the 2020-2021 school year.

S.T.E.M. Leaders Academy Partnership with OSIT

One of the overarching goals of OSIT is to provide guidance to schools that want to apply for the Governor's Designated S.T.E.M. School designation. The application process requires schools to form teams with specialists, administrators and grade level teachers. The team worked through a year-long process of developing a school-wide S.T.E.M academic plan and worked toward the application requirements. RPDP's role in this program was to provide support and professional development at the monthly team meetings and to offer support to schools seeking the S.T.E.M designation. Throughout the 2019-2020 school year, guidance, professional development and teacher support was provided to several schools that were seeking the designation. These schools developed plans to integrate S.T.E.M throughout their schools and across curriculum and content areas. This program will continue for the 2020-2021 school year and elementary science will continue partnering and supporting schools during their application process and with their plans and professional development needs.

NVACSS Aligned Materials

This school year, elementary science provided both SBCT and long-range planning support to multiple schools. The topics that were included were finding resources that support NVACSS, S.T.E.M. integration, and assessment support. The schools who participated committed to ongoing professional development throughout the school year. The intent of the professional

development and support provided was to affect student achievement by increasing teacher efficacy in teaching elementary science.

The elementary science support was delivered over multiple sessions over multiple days. Teachers were guided through resources from projects that were research based such as the Stanford SNAP NGSS Project and PHET online simulators. Teachers at each site were also guided through NVACSS alignment and were provided guidance and practice on becoming critical consumers of science lessons.

For the schools who chose to focus on S.T.E.M. for their long-range planning or science support, the team focused on the engineering design cycle as it is described in Appendix I of the NGSS and the engineering section of A Framework for K-12 Science Education. Teachers were walked through Phases A, B and C and engaged with model lessons to deepen their understanding of what engineering looks like in a NVACSS aligned elementary science lesson.

Classroom Observation Report

During the 2019-2020 classroom visits focused on a feedback cycle of science and S.T.E.M. integration. The classroom visits consisted of teachers from the Engineering Fellows program and from the S.T.E.M. Leader's Academy cohort of schools. Classroom visits were prearranged with each teacher that wanted to participate in the process.

These classroom visits included observations, teacher interviews and lesson feedback. Each teacher was visited for a minimum of forty-five minutes followed by a subsequent interview and feedback discussion. The main intent of the observations was to provide feedback on pedagogy, student engagement and content delivery. The majority of teachers were engaging students in the engineering design process or phase A, identifying the problem of the engineering design cycle.

Insights, Reflection, and Next Year's Goals

Schools began reaching out for continued science support for the 2020-2021 school year during the early spring. The combination of science state testing and SNRPDP having resources to impact student achievement in elementary science has led to the demand for more professional development and long-range planning sessions with K-5 teachers. This year, elementary science recognized the need to diversify the way the trainings were offered for teachers. The school closure helped shape the goal of continuing this work for the upcoming school year with some adjustments. During the 2020-2021 school year, science support for schools will continue with a focus on S.T.E.M. integration and science assessment support. The method in which support will be provided will be shifted into a hybrid environment that can be easily integrated to fully online if necessary. Migrating science support resources and workshops online will allow for elementary science to offer this support to all five of our supported counties simultaneously.

During the 2020-2021 school year, elementary science will continue the partnership with OSIT and will expand support that is available for all elementary teachers to teach science. In addition to science support, elementary science will partner with elementary ELA to provide resources for the NVACS for social studies. Hybrid workshops, and a Financial Literacy Summit will be co-hosted by SNRPDP during the upcoming school year.

Secondary Science - Science Seminar Series

Overview

The Science Seminar Series was developed and implemented for the 2019-2020 school year. This project, with Kris Carroll (lead), Bret Sibley (support), was designed and implemented to both support teacher professional development and capacity to utilize best practices for instruction, assessment, and pedagogy that is truly aligned and designed for the Nevada Academic Content Standards for Science (NVACSS). Special focus was placed on modeling tools and strategies that the participants could use to monitor student progress and initiate teacher targeted feedback to students. The Science Seminar Series consist of five individual (stand-alone) seminars, offered during the school day via substitute funding, directly support the secondary science strategic plan established high needs goals of 1) NVACSS based on NGSS assessment, 2) teacher practices for development and evaluation of student artifacts to make claim of three-dimensional learning, and 3) implementation of the NVACSS through curriculum support and development.

Objectives and Milestones

1. To support high-quality 3-dimensional instruction and assessment aligned to NVACSS Goal one of this project focused on the NVACSS eight (8) science and engineering practices (SEPs) as a gateway for equalizing opportunities for all students to engage with and learn science. Noted in the NRC Framework, p.28 - "Equity in science education requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of connecting to students' experiences is particularly important for broadening participation in science." The practices are one dimension of the NVACSS, representing the skills and tools used by scientists and engineers to observe, explain, design, and innovate within the natural world. A deep dive into each practice was investigated through a real-world, locally relevant phenomena where teachers were challenged to interact with that phenomena through the lens of the practice. Teacher feedback from experiencing naturally occurring phenomena through

the lens of a specific practice and being motivated to move from their own comfort zone using explicit SEP language and skills was positive.

2. To assist teachers in assessing their students' progress toward mastery of performance expectations

Goal two was designed to have teachers drill into the depth and breadth of an NVACSS Performance Expectation (PE) to more fully understand the knowledge, skills, and competencies required by the student to show progress towards mastery of the standard. Each PE is a three-dimensional, integrated standard. While the SEP is only one dimension of the standard, it is equally as important as the other two dimensions; disciplinary core ideas (content) and cross cutting concepts (themes). During these seminars, we utilized PE Evidence Pages, that contain elemental levels describing what students must be able to do and produce within a particular practice in order to show progress toward mastery. Additionally, an analysis and planning tool was developed to track teacher professional learning as research→ implementation resources were shared, and collaboration on assessment (both formative and summative) prompting ideas to target specific skills. Teachers found great value in the planning tool and collaboration time to develop student sense-making resources that would serve as artifacts of grade-level learning to be used in units of instruction and as elements of assessment. This goal was met.

3. To target best practices in science education (pedagogy focus)

To meet the target of goal 3 there were myriad pedagogical strategies and tools employed in the Science Seminar Series including; phenomena-based content and practices modeling to explain naturally occurring events, driving question boards that value student ideas in guiding investigation, scaffolds such as the SEP analysis & planning tool, SEP question stems and sentence frames that focus in on specific grade-level competencies, and team practice and collaboration time to translate common experience into “how this specifically translates to my students” classroom connections. Our vision was supported by the National Research Council’s statement that “All individuals can learn complex subject matter... when supportive conditions and feedback mechanisms are in place and the learner makes a sustained effort.” (NRC Framework, p.280) Participating teachers came to share this vision, advanced their understanding of the types of prompting and artifacts students must generate to show mastery, and classroom norms such as individual to group to whole group discourse that supports student generated artifacts showing sense-making. Casual conversations with participants throughout the seminar series yielded numerous comments like “I am so looking forward to trying this with my students”, “I think that I really understand this well now myself, and feel more confident in challenging my students to elevate their game”, and “I now see what it takes in a lesson/worksheet/student artifact to provide my students the opportunity to reach this standard”. While this is a challenging and multi-layered goal, we feel confident that many portions of it were met.

Insights, Reflection, and Next Year’s Goals

The Science Seminar Series was developed and implemented as a series of individual (stand-alone) seminars, offered during the school day via substitutes, to directly support the secondary science strategic plan established high needs goals of 1) NVACSS based on NGSS assessment, 2) teacher practices for development and evaluation of student artifacts to make claim of three-dimensional learning, and 3) implementation of the NVACSS through curriculum support and development. This school year the Seminar Series focused on the Science and Engineering Practices. Teachers reported back several data points and shared student artifacts indicating that the participants were 1) increasing in content knowledge of the SEPs, 2) implementing this new understanding into their classrooms and 3) using student work as artifacts to make claims about the type and depth of student understanding.

To build on the success of the Science Seminar Series project, for the 2020-2021 school year the focus will shift to a different dimension of the NVACSS based on the NGSS, the Crosscutting Concepts (CCCs). In past work with teachers, UNLV faculty, and district science leadership the CCCs were identified as a challenge or hurdle for teachers in terms of both understanding and implementing. RPDP has provided guidance, support, and curriculum materials for highlighting the CCCs more explicitly, but there is still a gap between the professional learning around the CCCs and the implementation of the CCCs into instructional settings by educators. This speaks to the challenging language and the content around the CCCs. To address this, RPDP will continue with the success of the Science Seminar Series, but shift the focus to the Crosscutting Concepts. Goals for this new iteration of the Science Seminar Series, will center learning around the CCC to:

- support high-quality 3-dimensional instruction and assessment aligned to NVACSS
- assist teachers in assessing their students' progress toward mastery of performance expectations
- target best practices in science education (pedagogy focus)
- champion science teacher collaboration

Secondary Science - Get Outdoors Nevada - Instructional Materials Development Project

Overview

The Get Outdoors Nevada (GON) Instructional Materials Development Project was co-facilitated by Kris Carroll (RPDP), a project facilitator from Clark County School District CPD, and GON

staff. The project consisted of a series of three, 2-day workshops targeting 1) CCSD teacher awareness of the locally valuable sites in the Clark County area, 2) the development of instructional sequences that leverage these outdoor environments, and 3) funding (via GON) for field trips for participating teacher classes. The first two 2-day workshop sessions were offered during the summer, 2019, and focused on strategies to develop NVACSS aligned instructional material leveraging local contexts and outdoor environments as the anchoring phenomena. The second workshop focused on 1) the evaluation of the teacher developed material and 2) the resources (school and outdoor/site-based) needed to implement the lessons. The final session occurred at the end of Semester 1, 2019 and focused on a review of teacher-led field experiences for students and any final edits to the developed instructional material. These field-based materials were then used by GON staff and CCSD schools as field trip curriculum.

Objectives and Milestones

1. Increase teacher awareness and strategies for designing high quality instructional materials using real, relevant, and culturally valuable local resources.

Goal one of this project focused on increasing teachers' understanding of design strategies for curriculum that leveraged local sites to serve as real-world, relevant, and culturally valuable settings for science learning. Based on the teacher developed curriculum that is uniquely positioned in a culturally valuable local setting, the evaluation and peer feedback cycles using the NGSS Lesson Screener Tool, and the teacher and student feedback from participation in the project and field experiences, this goal was met. Further, NGSS (upon which the NVACSS is based) phenomenon-driven learning necessitates that phenomena be real-world, relevant, challenging, and puzzling. This project leveraged local sites to select and develop phenomenon-based curriculum, and the participating teacher developers were intimately involved in the process of defining and developing the phenomenon framing and launch. This is further evidence that this goal was met.

2. Increase frequency and quality of teacher developed materials that incorporate the Science and Engineering Practices (SEPs) in meaningful ways which also generate artifacts of student understanding.

To meet the target of goal two, the facilitators decided to develop a lesson planning template that explicitly calls out the Science and Engineering Practices that seemed best related to the making-sense processes needed to explain the phenomena of each selected site-based phenomenon. The templates served as both guidance for the teacher developers but also as reference points for the GON staff during the facilitation of the field experiences. Further, the SEPs were a significant focus of the face-to-face professional learning during the first two sessions which helped to build teacher understanding of the SEPs and the ways in which they can design material to explicitly support students in developing and using skills and abilities of the SEPs. Discussions with teacher developers at the conclusion of the program revealed that they found the embedded SEP

scaffolds most useful and valuable as they developed the curriculum because it helped them focus on how the practices could be used to help students make sense of the phenomenon. These teacher-developer comments were consistent with the science education literature that describes how educators grow in understanding of the SEPs. These structures also helped teachers “see” the student’s use of the SEPs in the work they completed. This goal was met.

3. Increase equity in opportunities to engage in meaningful field experiences while participating in science research.

The third goal sought to connect field-based science learning with science research for students that are more often described as missing the “foundational science knowledge” to participate in these activities meaningfully. The teachers and schools were selected intentionally based on FRL status and the historically underrepresented diversity of student populations. The goal positioned the project to provide equitable opportunities for students to meaningfully engage in the work of field experiences and the scientific research at these field locations. This goal was met based on the selection of participating schools, teachers, and students that participated in the field experiences.

Classroom Observation Report

Classroom observations were conducted by GON staff. These observations were used to provide additional support and modeling to educators, to modify the curriculum materials as needed based on the implementation, and to provide insight into further field-based curriculum needs.

Insights, Reflection, and Next Year’s Goals

Supporting high quality science curriculum development with teams of teachers serving as developers has proven to both increase educator understanding of the NVACSS and provide more high-quality curriculum materials for future use in Nevada classrooms. This project focused on supporting and enhancing the field experience programs of Get Outdoors Nevada for the 2019-2020 school year. The design, development, and bank of quality curriculum will continue to be used by the teachers, but will also continue to be used with other schools by GON staff. This type of project engages entities and professionals that directly, through formal education settings, or indirectly, through informal education settings, impact student achievement as it brings relevance and authenticity to science learning. Based on this project, goals for next year will include:

- Continuing to partner and work in concert with informal education groups to support historically underserved and underrepresented student populations in field-based and research-based science learning.

- Continuing partnerships with informal and formal groups to develop learning materials that are explicitly connected to the NVACSS but also bring local relevance and authenticity to the science learning.
- Seeking funding to scale this project with other informal education groups to develop NVACSS aligned online and face-to-face instructional material.

Secondary Science - CCSD Summer Science Institute, Secondary Science Curriculum Evaluation

Overview

This project was developed and implemented by Kris Carroll (RPDP) and Project Facilitators from the Clark County School District CPD, with a focus on developing a cohort of teachers to more deeply understand the NVACSS based on the NGSS to perform a science curriculum evaluation on the current programs and material being used in CCSD K-5 and middle school. This professional learning focuses on Next Generation Science Standards (NGSS) design and reviewing and evaluating using the nationally recognized EQUiP v3 Science Rubric, and developing solutions for revisions or current instructional material based on criteria-based feedback. Originally planned as a face-to-face institute, COVID-19 necessitated major shifts in the project to make it suitable for online delivery and facilitation. The project is moving forward and the goals are being met. The virtual learning institute consisted of four sections with several breakout sessions per section.

Objectives and Milestones

This project consisted of 4 major milestones, each with outcomes of teacher knowledge and evidence of understanding. The major milestones in order are:

1. Diving Deep into Phenomenon-Driven Instructional Design Section

These sessions were facilitated five times through the third week in April. During this three-hour session, we examined some of the shifts found in phenomenon-driven instructional design. Additionally, we hosted small group sessions, to further discuss the strategies at each of the grade bands before later coming back together as a small group to agree on our working definition. All participants completed this session at least once, completed a 2-hour homework assignment, and generated an artifact to demonstrate their understanding of phenomenon-driven instructional design. This milestone was met.

2. Evaluating Phenomenon-Driven Instructional Materials Section

These sessions were facilitated four times through the fourth week in April. During this two-hour session, participants in small groups engaged in the process of performing an instructional material (i.e. collecting evidence, citing reasoning, and providing feedback) review based on a

sample curriculum. At the completion of the virtual session, participants were then charged completing a review of a selected learning sequence for homework. This 5-hour homework assignment was completed by each participant and uploaded to review by the leadership team. The work was used to pull examples and evidence of high and low-quality review feedback and guidance, which was explicitly presented in section three. This goal, participants understanding how to perform a criteria-based review of science material, was met as evidenced by the submitted homework assignments.

3. Virtual Consensus Call Section

These sessions were facilitated five times through the first week in May. Targeting the development of a model for the practice of reaching consensus on the science curriculum evaluation based on criteria of NGSS EQuIP Rubric for Science v.3, the protocol sharing criterion-based feedback and suggestions for improvement. All participants engaged in synchronous discourse sessions via online video conferencing to complete this section. The participants' discourse and agreements were recorded and are currently being used for section 4 of the project.

4. Scaffolds for Science and Engineering Practices and Teacher Guides Section

These sessions will be facilitated nine times throughout the first and second weeks of June. The target of this section is to support teachers in the development of scaffolds and guidance for the implementation of the Science and Engineering Practices at grade-level based on the elemental levels. The products from this section are two-fold: 1) this will better focus participants on the need for explicit evidence of the SEPs being used by students to claim curriculum alignment and this will improve teacher content knowledge for the future curriculum evaluation project (2020-2021). And 2) these products will guide the future development of solutions to materials that did not meet the rigor of the NVACSS based on NGSS. This goal is still in progress. All data indicates it will be met by June 10, 2020.

Insights, Reflection, and Next Year's Goals

This project's planning, organizing, facilitating and implementation connects several large-scale initiatives. In the beginning of the 2019-2020 school year RPDP and CPD leadership planned and facilitated an institute for teachers to focus on critical evaluation of instructional materials using the nationally recognized apex tool and protocol, the EQuIP (Educators Evaluating the Quality of Instructional Products). This session, designed for high school and middle school teacher leaders, was an initial starting point for participation on the CCSD Curriculum Development Task Force. The larger picture goal focused on understanding how to develop equitable, high-quality, NVACS-Science aligned curriculum. In the spring of 2020, RPDP and CPD leadership followed up this initial session with a longer-term Curriculum Gap Analysis and Mitigation Project, for which this "CCSD Summer Science Institute, Secondary Science Curriculum Evaluation" is a major component.

The Curriculum Gap Analysis and Mitigation Project is a long-term partnership with CPD and RPDP to develop teacher curriculum experts, develop robust NVACSS-aligned curriculum for K-12 use, and develop teacher leaders at different levels to serve as mentors on school sites. Each of these goals leverage the work performed in the past and will continue to intertwine for the 2020-2021 school year. Goals for the upcoming year will continue the focus on supporting the development of teacher expertise in curriculum evaluation and the development (and modification from currently adopted material) of curriculum materials. Additionally, as this project continues into the 2020-2021 school year, the next phase project of empowering the teacher expertise developed in this cohort model to become a science site leader cohort that will serve as mentor teachers on school sites will start in the fall.

Secondary Science - Argumentation Learning in Secondary Science Project, Phase 2

Overview

The Argumentation Learning in Secondary Science Project started in the 2018-2019 school year with Kris Carroll (RPDP) and UNLV faculty. ALSS Phase 2, the focus for this year, was to build on the success of the 2018-2019 Great Teaching and Leading Fund project in a continued partnership with University of Nevada, Las Vegas College of Education and College of Philosophy and Kris Carroll from RPDP. While GTLF funding was cancelled, the ALSS leadership team of RPDP and UNLV faculty continued to use the data collected during the funded program year to facilitate teacher workshops based on the tools and strategies and support past participants in the implementation of argumentation and discourse strategies in science classrooms. Concurrently, the leadership team decided to develop a new grant proposal that will focus on extending the project to a larger-scale, longer-term professional learning around discourse in the middle school science classroom. This grant is under development and will be submitted to the United States Department of Education, Institute of Educational Sciences (IES grant) this summer for funding in the 2020-2021 school year. With funding, the ALSS team will provide a four-year professional learning program that builds on past success and lessons learned from the data analysis and the workshops run this school year.

Family Engagement

Overview

The goal of SNRPDP's Family Engagement (FE) department is to support Nevada's vision for effective family engagement by assisting educators in developing and/or improving practices that affect family engagement and promote increased student achievement and school improvement. Nathalie Brugman is the full-time trainer for this department. This year, one part-time trainer was utilized to teach an additional section of one of the credit-bearing courses.

Objectives and Milestones

In working toward meeting the overall goal, professional development opportunities were offered to meet the diverse needs of PreK-12 educators in Nevada. Professional Responsibility Standard 4 of the Nevada Educator Performance Framework (NEPF): Family Engagement and the National Standards for Family-School Partnerships were the foundation of every presentation, inservice, and course offered.

The FE Department offered two credit-bearing courses. Parental Engagement: Introduction to Effective Family Engagement, a three-credit, graduate-level course, which was approved by NDE to remove the Parental Involvement and Family Engagement license provision. This course focuses on research, methods, and strategies for engaging families and the community in the education of Nevada's PreK-12 students. Another three-credit, graduate-level course: Developing Social Emotional Competence in Teachers and Professional Leaders, which emphasizes fostering teachers' own social and emotional competencies and strengthening their family engagement efforts, was developed and taught as part of the Teacher Leadership Program.

Additionally, an effort was made to expand the Parent Teacher Home Visits Project (PTHVP) in Southern Nevada. Training was offered to educators and community partners before the start of the school year. The FE Department provided additional training and follow-up support for one elementary school in Clark County and one in Nye County. Included in the additional supports, the FE Department developed a system for collecting contact data, as well as educators' reflections on each home visit experience. The electronic system provided school administration a means for compiling and analyzing individual teacher, grade-level, and school-wide data more efficiently.

The FE Department also collaborated with other educational entities by bridging effective family engagement practices to their efforts in increasing student success. Support was continued for the Nevada Department of Education's office of Family Engagement by providing consultation on the Birth to Grade 12 Family Engagement Framework, as well as in the planning of the statewide Family Engagement Summit to be held in Southern Nevada, next Fall. Also, professional development and support was provided for the rural districts' RBG3 coaches. Lastly, the FE Department worked in collaboration with the NNRPDP to develop a Multicultural

Education professional learning course for educators in Southern Nevada, that satisfies Regulation 130-18 and NRS 391.0347 requirements.

Insights, Reflection, and Next Year's Goals

Analysis of the pre/post assessment data, as well as qualitative data (in the form of summary statements and feedback) suggests that educators who participated in the professional learning opportunities provided by the FE Department, did in fact develop and/or improve their family engagement efforts and practices. Prior to taking the course, nearly 25% of the participants reported that they provided zero family engagement opportunities each month; whereas, upon completing the course, only about 4% continued to provide zero family engagement opportunities each month. Also, the data revealed that educators' self-efficacy increased significantly in two areas: confidence in one's ability to increase family engagement and confidence in one's ability in removing barriers to family engagement. Using a Likert Scale of 1 = not confident - > 5 = very confident, participants rated themselves before and after the course. When the course began, approximately 20% of the educators indicated a lack of confidence (in the 1-2 range) in their abilities to increase family engagement, with only about 39% feeling confident to very confident (in the range of 4-5). In contrast, after completing the course, the number of participants reporting a lack of confidence was reduced to zero and the percentage of those who felt confident to very confident, increased to approximately 93%, with the remainder falling somewhere in the middle. Similarly, with respect to their confidence in removing barriers to family engagement, prior to the course, nearly 42% of participants reported a lack of confidence (in the range of 1-2), with only about 39% feeling confident to very confident (in the range of 4-5). However, after completing the course, only 6% reported a lack of confidence and the percentage of those who felt confident to very confident, increased to approximately 61%.

Based on feedback from both teachers and administrators, there is a strong desire to learn about effective family engagement strategies. The FE Department will continue to offer a wide range of professional development opportunities that build the capacity of educators and support them in implementing effective practices that will benefit the school community as a whole. Also, professional learning that supports multicultural education will be offered. Additionally, efforts will continue to expand and support family home visits practices in Southern Nevada. Another goal is the development and implementation of a Community Action Poverty Simulation. The hope is that this tool will help participants rethink the challenges that millions of low-income individuals must face each and every day. The experience will likely lead participants to develop a sense of empathy for the students and families who live in the community that they serve, but don't necessarily live in themselves, thus breaking down some of the implicit biases that may serve as obstacles to their family engagement efforts. Given the current situation and requirements of social distancing and the unknown future, the FE Department will provide learning opportunities that model effective practices for distance learning, as well as engaging and supporting families during these uncertain and stressful times.

Secondary Social Studies

Overview

When the new Nevada Academic Content Standards in Social Studies rolled out in the spring of 2019, Secondary Literacy began supporting middle and high school social studies through the development of a variety of workshops, site specific trainings, observations, teacher mentoring, resource development, and NDE collaboration. SNRPDP Regional Trainer Saralyn Lasley was assigned to this position, and one part-time instructor was hired to assist.

Objectives and Milestones

UNLV Credit Courses and Contact Hour Workshops

During the 2019/20 school year, Secondary Literacy offered a series of four 3-hour curriculum development workshops for middle school social studies teachers and another series for high school social studies teachers. The intent of these workshops was to help teachers create thematic units based on compelling questions that address the shifts in their content standards. In the spring, Secondary Literacy offered another workshop series consisting of five 3-hour workshops around the Disciplinary Skills Standards. The purpose was to assist social studies teachers in understanding and applying historical thinking and inquiry skills as a way to help students better understand and engage with the content standards. Additionally, Secondary Literacy added social studies content support to existing UNLV credit courses, so both ELA and social studies instructional needs are addressed in all Secondary Literacy course offerings.

Site Based Teacher Support

Secondary Literacy was invited to six middle schools and two high schools in CCSD to provide all day onsite training in the new standards. Trainings included analyzing the content standards and CCSD pacing and curriculum guides; developing engaging thematic units built around compelling and supporting questions; engaging students in inquiry; and teaching the historical disciplinary skills using primary sources. The Social Studies Regional Trainer also traveled to Esmeralda County to spend a day with K-8 teachers to help them better understand the social standards and how to integrate the standards into existing curricula.

NDE Support and Resource Development

Secondary Literacy collaborated with the Nevada Department of Education to better support social studies teachers throughout the state of Nevada. The NDE Social Studies Task Force was created and met several times during the year to unpack the new standards and discuss ways to provide effective professional development. Additionally, the SNRPDP collaborated with NDE to offer a state-wide Financial Literacy Summit to be held on April 25. Due to the COVID 19 school shutdown, the Financial Literacy Summit has been rescheduled for the spring of 2021.

Observation Report

Secondary Literacy also supported social studies teachers through classroom observations and individual teacher mentoring. During the 2019/20 school year, Saralyn mentored three social studies teachers-- two from CCSD and one from Lincoln County. These mentoring sessions included multiple face-to-face meetings, as well as virtual meetings, to share resources and to discuss the shifts in the standards and how that impacts instruction. Part of this mentoring including observing in social studies classrooms at Clark, Silverado and Eldorado High Schools.

Insights, Reflection, and Next Year's Goals

Overall, this year's move to support social studies teachers has been successful. Secondary Literacy provided resources and standards-based support to over 300 social studies teachers through email and online meetings, site-based visits, observations, credit classes and workshops.

The curriculum workshops started in June, 2019, with overwhelming numbers; however, in August CCSD created similar workshops and invited teachers to attend for a small extra duty stipend. This negatively impacted the SNRPDP workshops as many participants moved into the district's workshop for pay. In an effort not to duplicate services, Secondary Literacy changed directions in the spring by offering workshops built around the Disciplinary Skills Standards. These were successful and will be offered again during the 20/21 school year.

Based on formal and informal evaluations and reflections, the site-based support was successful and will continue next year. Although each training was designed to accommodate each sites' individual needs, the basic structure remained the same. Teachers were guided through the district's pacing guide and Curriculum Engine resources and provided with training on how to incorporate the historical thinking skills into their content instruction. They also created compelling and supporting questions and started developing lesson plans using the Inquiry

Design Model template (IDM). Teachers were also provided with numerous resources and IDM model lessons created by RPDP Secondary Literacy.

Work with the NDE and the Social Studies Steering Committee was successful and will continue next year. Most of the unpacking the standards have been completed and the Financial Literacy Summit has been rescheduled. There are also plans to offer a statewide book study on Hattie's new book--Visible Learning in Social Studies. A follow up meeting has been scheduled for June, 2020.

Finally, the observation and mentoring will continue next year as well. The three teachers Saralyn mentored have asked that support continue next school year. The trainer plans to resume observations, modeling and mentoring with these teachers while adding more teachers to the list if needed.

Technology - Instructional Technology Training and Support

Overview

Technology team members Jason Lillebo and Glenn Krieger delivered instructional technology training and support for Clark, Esmeralda, Lincoln, Mineral, and Nye counties, and for the SNRPDP staff. Seven part-time trainers assisted in these efforts as well. Major team emphasis was centered around Code.org training and facilitation as defined in the Computer Science Gifts/Grants impact statement. Additionally, G Suite for Education and technology integration classes were offered, assistance to teachers and schools was provided upon request, equipment was maintained for SNRPDP staff and class participants, and enhancements were made to internal web-based systems.

Objectives and Milestones

For the objectives and milestones related to Code.org computer science training and facilitation, please see the impact statement related to that item in the Gifts and Grants section of this report.

Another objective of the technology team was to provide G Suite for Education and other technology-integration classes throughout the school year. These included five Google classes in

Docs, Slides, Sheets and Forms, Sites, and Classroom. In addition, classes were offered in digital literacy and citizenship, HyperDocs, Advanced Google Sheets and Forms, programming in Java, and both middle school and high school computer science concepts. In all, 376 educators participated in those classes. The HyperDocs class alone attracted 160 participants as it was held entirely online at the start of the COVID-19 pandemic closures. That class was important for many teachers who were looking for ways to take their materials into an online environment. The goal for each class was to demonstrate how to use a variety of tools and sound pedagogy to support achievement and concept understanding.

A third objective was the implementation and facilitation of distance learning equipment and tools in Clark, Esmeralda, and Nye schools. SNRPDP Technology also traveled outside of the assigned five counties to assist Washoe and Elko counties. In addition, the team was responsible for the maintenance and inventory of all equipment, such as Chromebooks, printers, and networking issues. A new inventory system using Gigatrax was created and equipment was barcoded so that SNRPDP staff could check equipment in and out as needed. The technology team was required to stay current with research, policy, pedagogy, and practices as related to educational technology and technology devices used throughout the five-county service area. Team members attended conferences, read current research, and taught adult classes to support this demand.

The final objective related to internal web-based systems. The first piece of this was to create a new website. The new website is less expensive, has a mobile-friendly format, and allows for changes to be made very easily and at no cost. The second piece was to research, purchase, and begin implementation of a course registration system. The new system, Learning Stream, will make the online catalog, registration for classes, follow-up surveys, generation and sending of certificates, waitlists, and payments by credit card all now possible for classes and conferences offered.

Classroom Observation Report

Serving as integration technologists, the technology team frequently observed professional development activities and sessions. During the COVID-19 pandemic, all SNRPDP disciplines required assistance with online equipment, resources, and best practices. The technology team observed online teaching and provided training and assistance to assist staff as they transitioned from face-to-face instruction to online delivery.

Observations of teacher and student interaction during video conferencing allowed the team to make adjustments to the technical teaching environment. Both teachers and students who were new to video conferencing benefited from the technology team's delivery of best practices. This enhanced instruction and facilitated the teaching, learning, and content delivery for both far-side and near-side participants.

In terms of evaluation of classes, a survey was done following each technology class and included questions about course content as well as the skill and responsiveness of the instructor. Nearly every survey response for every class throughout the year fell into the agree or strongly agree category, which would indicate that the courses are taught well and are effective for those taking them. When surveyed about what aspects of the course were most valuable, comments like, "Practical use of the tools and items we were using and learning about in class to our own classes" and "I was able to use the skills learned immediately in my own classroom" were common.

Insights, Reflection, and Next Year's Goals

The role the technology team played with video conferencing allowed SNRPDP to serve remote participants that would not have otherwise been able to receive various professional development opportunities. The tech team learned that training in best practices of video conferencing for both teachers and students is crucial. Without the training, far-side participants suffer from a lack of engagement, interest, and retention.

Looking forward, pandemic-related factors for the 2020-21 school year will require a shift in staff mindset and use of online resources. As such, we will need to continue providing the G Suite for Education courses as well as trainings on other technology tools as requested and as needs evolve. This may mean shifting some of our technology courses to an all-online format.

Additional goals for 2020-2021 also include quarterly tours of all rural counties for communication and needs verification, maintenance of the RPDP website, and full implementation of the new course registration system.

Teacher Leadership

Overview

SNRPDP's Teacher Leadership Program fosters teacher leadership opportunities within Southern Nevada by offering teacher leadership experiences through UNLV coursework and hands-on experiences at the school level. These unique opportunities offer teacher leaders in Southern Nevada research-based practices to impact student achievement, cultivate partnerships with families and the community where they teach, support and mentor peers to create positive instructional change at their site and broaden their understanding of educational policy and reform. The Leadership Program is a four-course, graduate-level program, designed to prepare teachers to lead in different capacities at the school site and beyond in order to create impactful change for student achievement. Each of these four courses focuses on different aspects of teacher leadership which are versatile and support school and district initiatives. The content builds upon each subsequent course within the two-year program.

SNRPDP's Teacher Leadership Program was developed by Mendy Henry in conjunction with UNLV's Department of Teaching and Learning. Mendy Henry is the full-time instructor for the content delivered in these courses. One part-time instructor is also supporting content delivery for one of the program courses.

Objectives and Milestones

The second course in this program, CIGR 680: Developing Social-Emotional Competence in Teachers and Professional Leaders, was offered during the fall semester of 2019. This course focused on developing skills in recognizing social and emotional factors that influence student learning. Participants analyzed student needs and plans for the classroom, school, and community supports to address those needs. A strong emphasis on students' contexts and how to successfully engage families was addressed in this course. Several participants enacted positive change at their school sites by engaging in family-home visits training (PTHV), and Academic Parent-Teacher Teams trainings (APTT) which they shared with school leadership and other stakeholders at the school level. These participants also strengthened parental engagement at their sites by building the capacity within their schools to begin the process of surveying families. These surveys assisted the school in planning events and supports that best met the needs of the communities that the school serves.

During the spring of 2020, CIGR 687: Coaching High-Leverage Field Practices was the third course in the teacher leadership program series. The focus of this course was to expand the roles of effective teacher leadership through intentional coaching practices and to create systemic change at the classroom level and beyond. Participants were able to work closely with a teacher to identify specific areas of skill and teacher will that resulted in a detailed professional development plan that was specific to the practice of the teacher they were working with. Participants were able to identify specific skill-based strategies to tailor their professional development to meet the needs of their teacher. Upon completion of this course, participants will

be an asset to their schools as they support teachers in educational pedagogy and practice that in turn result in positive gains for student learning and achievement.

The goal of SNRPDP's Teacher Leadership program is for participants to walk-away with research-based strategies to create change in their practice and add to the professional capital of others in their schools. These changes are based on research-based strategies and directly correlate to increased academic success for students and teacher attrition. It is the Program's hope that participants will implement strategies from these courses that fit their context to achieve this goal.

Classroom Observation Report

During the fall while engaging in CIGR 680, SNRPDP's Teacher Leadership participants observed an elementary school that was well versed in using Academic-Parent-Teacher-Teams (APTT) to engage parents in curriculum and at-home learning strategies that supported the academic success of their children. SNRPDP's Teacher Leadership participants were able to observe the structure of several APTT sessions and participate in the school's debrief of the process. This allowed Teacher Leadership participants to ask questions, take notes, and discuss how this practice could be replicated at their school sites in their specific contexts to strengthen family partnerships and academics.

In the spring of 2020, as participants were engaged in the content of CIGR 687, their focus was on research-based coaching practices. This required Mendy Henry, lead over the Teacher Leadership Program, to in turn, coach her own program participants. Many of SNRPDP's Teacher Leadership participants have never worked in a coaching setting prior to taking this course. This required Mendy Henry to support a number of participants in coaching practices such as conducting classroom observations using low-inference notes and gathering objective data, providing questioning scaffolds to assist in debrief sessions when examining and interpreting objective data, teacher goal setting based upon student evidence, and collection of student evidence to inform future practice.

Insights, Reflection, and Next Year's Goals

The goal for the fall of 2020 is for participants to engage in CIGR 688: Teaching and Learning Seminar, in which they will focus on educational policy and reform. The goal of this course is to show teacher leaders how to find their voice in policy to make an impactful change for their students and the profession as a whole. Participants will analyze educational initiatives and their impact at the school level and beyond. Understanding of school, district, and national policies that have an influence on student achievement, and practices that impede school reform will also be discussed.

Based upon participant reflection and feedback from the first course in the Teacher Leadership series, Mendy Henry will develop a spring 2021 workshop that connects to the content of CIGR 681 (curriculum design and implementation through lesson study) but is smaller in scale so that it can be offered to many more teachers outside of the Teacher Leadership Program. Offering this type of workshop connects to the current practice of teachers within the classroom, as the content of the course is not solely for a coach or policy advocate. This opportunity will also allow Mendy to make connections with K-12 teachers in order to grow the RPDP Teacher Leadership program in the fall of 2021 in the form of a second cohort that would span K-12.

In addition to the above-mentioned Lesson Study workshop, Mendy will also be offering a workshop based upon policy and reform. This format had been successful in identifying teacher leaders throughout southern Nevada that were interested in professional development and engaging in discussions that had an impact on teacher leadership and the profession as a whole. It is through a previous workshop like this that Mendy identified and invited the majority of RPDP's current Teacher Leadership participants. It is a hope that this practice will continue to identify individuals that would be a good fit for the proposed second cohort beginning in the fall of 2021.

An ending goal for the first cohort of the Teacher Leadership Program is to finish their coursework with RPDP in the fall of 2020 and obtain an RPDP Teacher Leadership Certificate. This certificate is not in lieu of UNLV's Teacher Leadership Certificate, however, that would be an aspiring goal for Mendy and SNRPDP's Program in order to collaborate with UNLV and offer UNLV's College of Teaching and Learning's certificate to participants that take our coursework.

Administration - NEPF Instructional Standards

Overview

The Southern Nevada Regional Professional Development Program Administrative Team consisted of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team continued to focus on greater understanding of the Nevada Educator Performance Framework (NEPF) Teacher Instructional Practice Standards to establish greater inter-rater reliability among administrators throughout Clark, Esmeralda, Lincoln, Mineral, and Nye counties. Multiple sessions, face-to-face and online, were offered to meet the needs of both veteran and novice administrators.

Objectives and Milestones

Practicing logging observation and confirmatory evidence of teacher performance on the NEPF for improved accuracy and preciseness.

Realizing the need to continue to increase inter-rater reliability for improved accuracy and preciseness, administrators were provided opportunities to practice logging observation and confirmatory evidence of teacher performance on the NEPF Instructional Standards. Sessions remained necessary as evidenced by the ongoing inconsistency reported by teachers and administrators in interviews and surveys. State resources developed by Dr. Margaret Heritage continued to be primary source materials. For the collection of evidence, resources were adapted to present targeted note taking through short, bulleted statements rather than the longer narrative format. This change was necessary so that administrators might review examples of short targeted notes capturing evidence specific to the standards and indicators. As participants viewed classroom instruction videos, they practiced using this targeted note taking technique to record evidence. Discussion centered on the observation cycle and the collection of both mandatory and confirmatory evidence and on how to effectively organize time for observations and conversations in order to develop a comprehensive and accurate picture of teacher expertise and impact. While this training was open to administrators who wanted to refine their skills on evidence collection through targeted note-taking, it was specifically designed for the probationary, developing, or ineffective administrators.

Supporting the development and monitoring of a high-quality student learning goal (SLG) to impact student learning.

Administrators were provided opportunities to gain a deeper understanding of the development and monitoring of high-quality student learning goals to increase all students' skills and competencies necessary for success in college and/or career. Discussion centered around the College and Career Anchor Standards as the skills and competencies for student success in any grade level or content area. Participants discussed the use of teacher-created rubrics that serve as success criteria to identify and score the SLG as part of the student outcome component in the NEPF Teacher Evaluation for the 2019-2020 school year. Administrators discussed critical aspects of training, guidance, scoring, and monitoring to ensure fidelity in the implementation of SLGs. Sessions included resources and tools so that administrators could replicate the training or a portion as part of their school's professional learning.

Classroom Observation Report

SNRPDP administrative trainers continued to offer NEPF calibration walks to further ground the site-based administrators' knowledge in identifying evidence aligned to the NEPF Standards. Administrative team members facilitated calibration walks at schools to work with instructional leaders in identifying evidence of the NEPF Instructional Standards in classrooms and to lead administrators through reflective feedback conferences in which actionable steps are determined in a collaborative conversation between administrator and teacher. The focus of calibration

walks remained constant in that the purpose was to establish greater inter-rater reliability among administrators in schools, regions, and districts.

Insights, Reflection, and Next Year's Goals

Based on the discussions held during the administrative sessions and countless observations conducted in the counties SNRPDP supports, continued professional development is needed. Inter-rater reliability is at the focus; data collected by the Nevada Department of Education and conversations at the district and state levels provide evidence that professional learning sessions are necessary as administrators continue to deepen their understanding of the NEPF Teacher Instructional Standards. Opportunities for administrators to engage in professional learning with peers in order to gain greater efficacy in the evaluation process are necessary for those administrators who have not yet gained the necessary skill level to document evidence at an effective or highly effective level.

Goals for the 2020-2021 will target the following areas:

- Create online professional learning sessions and/or recordings that provide opportunities for administrators to practice taking targeted notes of teacher observations on the NEPF for improved accuracy and preciseness. Professional learning sessions will continue to be offered online; previously recorded sessions are currently being designed so that administrators may continue to study independently.
- Engage in NEPF calibration walks to further refine the observation cycle's collaborative process with administrator and teacher and to increase capacity and improve practice in evaluating teacher performance.

Administration - Professional Learning for School Leaders

Overview

The Southern Nevada Regional Professional Development Program Administrative Team consisted of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team focused on high-impact instructional leadership standards and used the Nevada Standards for Professional Development in the design of all professional learning opportunities. All sessions were structured to provide collaborative learning in which participants had numerous opportunities to define impactful practices and to determine a plan of action for school improvement goals. Site-based administrators participated in opportunities to connect leadership practices to state, district, and school goals. In each professional learning session, connections were made to build administrators' competencies across the NEPF Leadership Standards. Resources included a variety of educational texts and articles from experts in the field.

Objectives and Milestones

Creating and Sustaining a Focus on Learning

Administrators were provided with concrete examples and critical yet implementable action steps to assist in the development of the culture of learning. Emphasis was placed on collaborating with all stakeholders to establish a vision that included high expectations of student learning. Administrators engaged in dialogue and planning sessions focusing on developing a roadmap so that every student is equipped with the skills and competencies necessary for college and career success. Sessions provided an opportunity for administrators to engage in an in-depth review of practical strategies and leadership actions designed to increase collective efficacy among teachers and leaders.

Creating and Sustaining a Culture of Continuous Improvement

Creating a culture of continuous improvement was the focus of several professional learning sessions throughout the 2019-2020 school year. Administrators engaged in dialogue and activities regarding the systems and structures necessary for students to develop skills and competencies essential for success in college and/or career. Tools and ongoing supports included defining actionable steps for teachers to implement in classroom instruction; resources were shared and analyzed. Professional learning structure frameworks for teachers were designed during these sessions as administrators considered best practice. A variety of texts were used to provide administrators with the tools needed to launch data-driven instruction effectively; tools included implementation rubrics, meeting agendas, calendars, assessment templates, and more. Participants learned how to create a data culture, how to run a successful data analysis meeting, how to write quality assessments, and how to address teacher concerns. Additionally, school leaders learned how to foster assessment capability in students.

Creating and Sustaining Productive Relations

Creating and sustaining productive relationships was the focus of professional learning sessions designed specifically to facilitate opportunities for extended productive discourse and collaborative decision-making in creating a schoolwide culture where all community members feel valued. Discussions and activities centered on the observation and feedback cycle. Participants engaged in creating questions to invite teachers to reflect, revise, assess, and connect their instructional practice to student learning. Additional activities were designed for administrators to engage staff in analyzing student data to determine appropriate individualization of instructional practices based on student learning needs. Sessions highlighted the importance of administrators creating and sustaining productive relationships through discourse, collaboration, and communication of all stakeholders. Texts and articles from several authors were used to set the framework and to discuss structures and processes for communication in support of the school's vision and learning goals.

Creating and Sustaining Structures

Throughout each professional learning session, administrators engaged in discussion and action planning to create systems and processes aligned with the school's vision and goals. Discussion centered on the current reality of systems and processes and the needed changes for greater impact on student learning to occur. Through the study of high impact practices that develop and build collective teacher efficacy, administrators engaged in an examination of collaborative leadership principles to include building collective efficacy, feedback, developing assessment capable learners, professional development, and stakeholder engagement. Additionally, administrators learned how NEPF teacher effectiveness data might be used to inform strategic workforce and professional learning decisions at the school level. Participants engaged in a collaborative analysis of evaluation data to inform strategic planning and school improvement efforts. Several tools and protocols for planning next steps to strategically leverage NEPF Teacher Effectiveness Data were provided.

Classroom Observation Report

Based on site requests, SNRPDP administrative trainers offered school improvement sessions to further ground site-based administrators' knowledge in leadership practices discussed during sessions. Support was provided in the following targeted areas:

- building collective efficacy by establishing high-powered teams;
- facilitating the observation cycle to support teacher growth and development; and
- assisting in the development of systems and processes that clearly align to the vision of high student achievement and college and career readiness.

Insights, Reflection, and Next Year's Goals

Leadership development will continue to be the focus of administrative professional learning opportunities for 2020-2021. Sessions will align to the NEPF Administrative Leadership Standards and the Nevada Standards for Professional Development and provide collaborative professional learning opportunities based on targeted needs of districts and schools. Participants will engage in collaborative professional learning opportunities to design actionable steps based on study, reflection, and collaboration. Administrators will learn about a collective approach to progress, process, and programs to build the conditions in which strong leadership and collective teacher efficacy impact student outcomes. Using research-based texts and articles, sessions will include opportunities for administrators to engage in a thorough review of practical strategies and leadership actions focusing on building administrator and teacher collective efficacy by working together in genuine, productive ways. Differentiated levels of professional learning will be offered based on administrators' present level of leadership capacity. Due to the COVID-19 pandemic, a variety of professional learning sessions will be offered online, and greater discussion and strategies will be shared for high-impact instruction in a blended learning environment. Emphasis will be placed on creating a culture of continuous improvement by maintaining and building productive relationships.

Goals:

- Define high impact practices for school administrators that align to the NEPF Leadership Standards.
- Develop resources for supervisors of principals.
- Create online professional learning sessions focusing on best-practices related to high impact instruction in a blended/online/face-to-face learning environment.